REPORT RESUMES

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THE TEACHING OF INDIVIDUALIZED READING IN THE MADISON PUBLIC SCHOOLS, GRADE THREE-SIX.

BY- GASPER, KAREN AND OTHERS

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A SERVICE BULLETIN PREPARED BY A COMMITTEE OF TEACHERS IN MADISON, WISCONSIN, ABOUT THE TEACHING OF INDIVIDUALIZED READING IN GRADES THREE TO SIX IS PRESENTED. THE MADISON PHILOSOPHY OF INDIVIDUALIZED READING IS GIVEN. SUGGESTIONS FOR READING MATERIALS, FOR ORGANIZING A CLASSROOM, AND FOR RECORD KEEPING ARE PROVIDED. AN ANNOTATED BIBLIOGRAPHY OF CHILDREN'S BOOKS AND RECORDS, A BIBLIOGRAPHY OF PROFESSIONAL LITERATURE, AND AN INDEX ARE INCLUDED. (BK)

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THE MADISON PUBLIC SCHOOLS

Department of Curriculum Development

Madison, Wisconsin

The Teaching of Individualized Reading
in the Madison Public Schools
Grade Three - Six

Prepared by the Individualized Reading Committee
of the Madison Public Schools

The Madison Public Schools
Department of Curriculum Development
Madison, Wisconsin
1965

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FOREWORD

This service bulletin The Teaching of Individualized Reading in the Madison Public Schools has been prepared by the committee of Madison teachers listed below. This bulletin is submitted to teachers for use and critical evaluation. I am sure you will find many refreshing ideas and an abundance of source materials to aid you in helping our children grow in their ability to read and in their appreciation of literature. A modern reading and literature program recognizes its responsibility for making reading at any level a satisfying experience, one for which the child has been adequately prepared, and within which skills and appreciation have a maximum chance for development. The primary responsibility of the elementary school is to teach children to read, since reading is a necessary tool for all learning. Children are helped through literature to develop a sensitivity to ideas and ideals and to their own heritage. Children may develop a lasting enjoyment of literature if it is taught correctly. Our success in teaching the total language arts will be determined by how well we are able to develop in children the ability to read and listen intelligently and critically, and to speak and write clearly, accurately, and effectively.

The teacher-librarian role is vital to an individualized reading program. Each must plan carefully, keep adequate records, continually evaluate the program, be creative and flexible. Skills must be taught in sequence as suggested in Madison publications, but for the mature student their development should be practiced in enrichment reading. This bulletin has been prepared in order to give ideas with which some Madison teachers have used the individualized approach to reading.

We are grateful to all members of the staff who contributed to this service bulletin.

ROBERT D. GILBERTS
Superintendent

INDIVIDUALIZED READING IN THE MADISON PUBLIC SCHOOLS

GRADES 3-6

READING COMMITTEE

- * Mrs. Karen Gasper, Chairman
- * Effie Bark
- Thomas Eckstein
- Hada Ellinger
- * Ellen Hanson
- Norma Jothen
- Carol Lettner
- Mrs. Brenda Pfaehler
- Mrs. Florence Ryan
- Elizabeth Seiler
- Marvel Stark
- Janice Van Sant

CONSULTANTS

- Arthur H. Mennes
- Ken Taylor

* Members of the committee who prepared this guide.

PREFACE

Madison public schools have always given highest priority to effective reading instruction. Reading is a complex process, and readiness for reading varies according to the background and maturity of the individual child.

On a voluntary basis many teachers in the Madison schools have been experimenting with various approaches to enrichment reading. As a result of these efforts, an effective individualized reading program is reported in this service bulletin for grades three through six.

The Madison point of view in reading has been well stated in the new guide Teaching Reading and Literature. The following generalizations can be made for individualized reading:

1. In the Madison point of view there are eight major divisions of the language arts: developmental reading, literature, listening, speaking, grammar and usage, writing, spelling and handwriting. The eight divisions are taught as situations arise; they are correlated with various units, or they are taught directly.
2. Reading is a highly complex mental process by which children get thoughts from printed symbols. Growth in reading is related to the physical, mental, emotional, and social development of the child. Many and varied experiences help to lay the foundation for learning to read. Thus reading and literature contribute to the wholesome all-around development of a child.
3. The reading skills must be learned in sequence. A child progresses from one reading level to the next in an orderly pattern at his own rate.
4. The individualized reading approach should not be introduced before the third grade and then only after the basic reading program. As suggested in the guide Teaching Reading and Literature, this would be a second semester program for the more capable and mature students who have mastered the basic sequential reading program.
5. Many suggested enrichment readings are also listed in A Literary Heritage for Madison Children, and Guide to Teaching Reading and Literature K-6. The committee recommends enrichment reading of distinguished books as listed in our previous publications.
6. The school librarian becomes an important partner with the teacher and pupil in an individualized reading program.

We extend our thanks to the committee, consultants and all teachers who assisted in the preparation of this service bulletin.

ARTHUR H. MENNES
Director, Curriculum Development

I. THE MADISON POINT OF VIEW

Reading

WHAT IS READING?

Reading has been defined in many different ways. Perhaps the most common definition, and one with which most educators agree, is that reading is a process of securing the author's meaning from the printed or written page and reacting to it. Reading is a complex process which involves the physical, intellectual, and emotional aspects of one's being. It is not a single skill but rather a group of many inter-related skills which must be applied simultaneously.

These skills are a part of the larger area of communication skills, and are closely related to those abilities necessary for effective listening and for oral and written expression. Reading is more than the ability to recognize, pronounce, and state the meaning of printed words. It is even more than selecting the main ideas in paragraphs or stories. In its highest state reading is the ability not only to comprehend the ideas presented by an author, but also to interpret them and integrate them with previous experiences. A child does not learn to read in one year nor in six. The process of learning to read effectively should continue throughout a lifetime.

WHAT IS INDIVIDUALIZED READING?

Individualized reading is a program adjusted to the child. The teacher has the opportunity to work with one child, a small group, or an entire class. This approach provides opportunities for each child to progress at his own rate of growth and to gain experience in a variety of reading situations.

WHAT IS THE MADISON PHILOSOPHY OF TEACHING INDIVIDUALIZED READING?

Experiments with individualized reading have been tried in several schools. It is our belief that in grades one and two the method of the basic reading series as used in the Madison schools is superior to the teaching of individualized reading at this level. Teachers at these levels, however, should use many of the techniques suggested in this bulletin to encourage their students to read for breadth and depth. Many helps for reading suggestions at this level can also be found in the Madison publications, Guide to Teaching Reading and Literature and A Literary Heritage.

The individualized reading approach in grades three to six has certain advantages which are stated in this bulletin. At the present time it does not seem to be practicable to use an individualized reading program with all children. The extreme difficulties of organization and planning, of being thoroughly acquainted with all of the materials being used by children, of being aware of each child's needs and limitations and providing for them, make this a method to be used only by very competent, experienced teachers of reading.

The most effective teaching of individualized reading demands the skillful use of a variety of methods and classroom procedure. The teacher of such a program must provide for many techniques of word-recognition, including their phonetic and structural analysis, comprehension and thinking skills, work-study skills, and advanced interpretive skills. In order to develop these skills in sequence, the teacher should refer to the Madison Guide to Teaching Reading and Literature.

TEACHER'S RESPONSIBILITY IN INDIVIDUALIZED READING

The Madison point of view in the teaching of individualized reading encourages the teacher to:

- promote maximum amount of growth in reading.
- be familiar with skills and have presentation techniques at her command.
- have the same defined formal skill approach program as one using the basal reading program.
- begin this approach not before third grade because these children are less mature, less independent, and less capable of self-direction and self-selection.
- use this approach principally with the more capable and mature students.
- possess a broad experience in using the basal reading program before initiating the individualized approach.
- define the purposes and advantages of teaching individualized reading and feel comfortable about it.
- use the basal reading program as defined in the Madison Guide to Teaching Reading and Literature until the teacher feels she knows her students and feels they are ready for this approach. In many instances this would be a second semester program.

HOW MAY THIS BULLETIN BE USED?

As you read the Madison Point of View about the teaching of individualized reading:

- Become familiar with the values of an individualized reading program.
- Decide from the information included in this bulletin whether this method of teaching reading appeals to you and would be beneficial for your class.
- Determine areas where teachers and librarians can work more closely together to provide a better reading program for the children.
- Become familiar with the children's annotated book list, (found on pages 48 to 74) the reading needs and interests of their children may be better met.
- Use this bulletin as a resource aid since it provides many techniques and procedures that have been effectively used by some Madison teachers.

II. VALUES OF AN INDIVIDUALIZED READING PROGRAM

The primary goal of any reading program is to help each individual develop into a skillful reader who will have a vital and lasting interest in reading. Since the development of reading is a personal experience, it is felt that the individualized program, which takes into consideration each child's attitudes, interests and growth, is an effective approach to the teaching of reading.

Listed below are favorable conditions that occur when individualized reading is used in the intermediate grades:

- The child becomes personally involved in reading, and, because of this, group interest increases.
- The child is not competing against others in his class, but instead is able to progress at his own pace to overcome his deficiencies.
- The child tends to enjoy reading more because he is reading material that personally interests him.
- During regular reading conferences, the teacher and pupil are able to have close contact with each other. This contact especially meets the child's psychological needs, for he feels the teacher is interested in him as an individual as well as in what he is reading. Responding to the teacher's encouragement, he reads considerablv more.
- The child develops more self-respect since reading difficulties become a private affair between the teacher and the individual child. The slow learner, therefore, is not publicly stigmatized.
- The child develops more self-confidence, since he is actively involved and responsible for his actions.
- The child fosters positive feelings toward himself enabling him to accomplish his best thinking and learning.
- The child realizes the value of reading skill development since he is taught the skill he needs when he needs them.
- More class time is spent actually reading; therefore, with the result that each child is exposed to more words through context.
- Since the child's needs and abilities are continually changing, he has the opportunity to explore through reading many fields which meet these changes.
- The child has the opportunity to evaluate his strengths, weaknesses, likes, dislikes, and wishes by himself or with his teacher.

III. READING MATERIALS FOR INDIVIDUALIZED READING

Of major importance in beginning a program of individualized reading is the type and quality of reading materials to be used. When locating materials, it is good to keep in mind that there should be a minimum of three different titles per child. To include the abilities of all the children using the program, these materials should be of reading levels which encompass one or two grades below the group you are working with and two or three grades above it.

The choice of materials depends not only on the children's reading levels but also upon their interests and personality needs. Interest areas can include subject material in:

animals
research
music
science
folklore
biography
poetry
war
mystery
humor
sports
history

These subject areas should be found not only in library books, basal texts, and supplementary readers, but also in magazines, pamphlets, brochures, teacher-made, and pupil-made materials and newspapers.

The teacher should be concerned about the quality of the reading material that is selected. Not only must it be on subjects that are important to the children, but it should be written in a style which encourages language development. Included in this guide is a book list which categorizes material according to grade level and special interests. This list should make the task of selecting books relatively simple.

Supplying the classroom with materials is not difficult if the teacher, librarian, and pupils work together in locating them. The library is the most obvious place to begin. Also, children themselves can bring books from home after they realize the standards for book selection.

Once the materials have been collected, they should be arranged attractively on shelves throughout the room. Research has proved it is best to arrange the books according to subject areas. They should not be ability grouped, since this arrangement might penalize some children. Children should be able to get to the book areas easily and make their choices without crowding one another. Eye-catching exhibits of books in the classroom are an aid in interesting and attracting children to the books.

Selecting books is a continuing process when using the individualized reading program. Teachers should add new material to the collection and remove the materials that no longer appeal to the children as their interests expand and their reading ability grows.

IV. ORGANIZING THE INDIVIDUALIZED READING PROGRAM

A. Preliminary Planning

Before initiating the individualized reading program, the teacher must know her pupils thoroughly: their abilities, needs, interests, personality traits, peer relationships, reading levels, ability to work independently, and their attention span.

In planning the classroom environment the teacher should:

- Obtain suitable reading materials for the children's use.
- Arrange a storage place for the books.
- Arrange an area where the teacher can meet with small groups or individuals.
- Provide a reading table and chairs for small-group work, near a chalkboard if possible.
- Arrange bulletin board displays that will stimulate interest in reading.

An individualized program is a flexible one. The teacher must be constantly aware of the individual's changing needs and provide for them during the reading periods. Time should be allotted by the teacher to provide for these reading experiences which help fulfill long range reading goals:

- Children should be able to make their own choice of reading material through the guided self-selection method. See pages 9 and 10.
- Individual reading conferences between the teacher and the pupil should be held.
- Individuals and small groups should work on independent activities.
- Small group or class sharing and discussions should take place.
- Children should be working with the teacher or independently to develop skills.

Since this program varies from the basal reading program, parents should receive an explanation of individualized reading through a conference, a letter, or a group meeting. With this explanation, the parents will be better able to understand how to help and encourage their child. Informed parents can be strong supporters of this program.

B. Initiating the Program

There is no best way for a teacher to begin a program of individualized reading. This program is based on a way of thinking that involves new concepts of class organization and instructional techniques. The whole class can be involved with the program from the start or a part of the class utilizing one or two basic reading groups can be the initiators.

Several possible ways to initiate the program are:

- Begin the program by allowing the children to read in their basic textbooks at their own pace. When a child finishes the textbook, he is free to choose his next book from a classroom selection of books already chosen by the teacher and librarian.
- Begin by allowing self-selection of supplementary books. The children read in their basic series; yet they are also able to select supplementary readers from a classroom collection. When they become familiar with this procedure, they are allowed to substitute books of their own selection for the basic readers they have been using.
- Begin the program directly. This approach is especially recommended for children in the fourth through sixth grades where children have well-established reading skills and can work independently. These children are allowed to make their selections from books being displayed in the room. As soon as they have chosen their books, they may begin reading them.

In all three approaches, the first few days should be devoted primarily to the exploration of books. Other organizational procedures in the program should be worked out slowly from day to day with the children. Planning and evaluation sessions must be held often until the children become accustomed to individualized reading are aware of their responsibilities, and realize how the program varies from the basic reading program.

Areas that should be discussed with the children and worked out slowly are:

- How to select books appropriate for individual needs.
- The importance of reading independently and not waiting to be told when to read.
- Suggestions and use of independent activities.
- The value of independent activities.
- When and why children will be working in groups.
- The purpose and types of activity children can expect to find in conferences.
- How to keep records.
- The purpose of records.

The teacher should discuss with the children how the daily reading period will be divided into segments which will include:

- Daily teacher-class planning (5 - 10 minutes).
- Silent reading in a quiet relaxed atmosphere (30 - 40 minutes).
- Independent activities - individual or group work (10 - 15 minutes).
- Teacher-child conferences which are held during the silent reading and activity period.

C. Role of the Teacher

In using the individualized approach to reading, the teacher really has many roles: that of guide, consultant, and stimulator.

Listed below are many of the teacher's important responsibilities:

- The teacher should encourage each child to take as much responsibility in the program as he is capable of assuming.
- The teacher must know what the reading skills are, especially at her grade level, and how to present them effectively.
- The teacher should know what appropriate materials are available for developing skills.
- The teacher should provide time and opportunities daily for skill development.
- The teacher must know where to find materials in order to provide for a variety of reading materials in the classroom.
- The teacher must be aware of individual, as well as group, needs and interests.
- The teacher should be able to develop her pupils' interests, attitudes, and tastes.
- The teacher can offer guidance in the selection of reading materials.
- The teacher should prepare her children to select their own books which will be appropriate to their individual needs and purposes.
- The teacher should keep records of pupil progress and anecdotal records of the child's growth in attitudes, interests and skills.

D. Role of the Children

Individual responsibility is one goal of the individualized reading program. For many children this is a slow process, but, with encouragement and guidance, a child can achieve growth in this area.

Listed below are responsibilities that children gradually assume as they become involved in the program:

- The child selects the material he wishes to read and share with other class members.
- The child reads his selected book at his own rate.
- The child decides when and how he wants to present or report on the material he has read.
- The child keeps a list of new and difficult words and is responsible for looking up the words or getting help with them if necessary.
- The child at times selects "new" words he wishes to share with a small group or the class.
- The child can keep an account of the books he has read.
- The child is encouraged, with the teacher's approval, to bring books from home that the class can read.

E. Role of the Librarian

A teacher who is familiar with books can better guide the student in the selection of main ideas from the reading materials. If she is not familiar with the book, she can motivate the child to purposefully inform her about the book. There are many general questions that can be asked.

However, the librarian can be the key person in exposing the children to the books from which the self-selection will be made. She uses the same criteria as that for judging a great book (see page 10). With this in mind the librarian actually selects books in the subject areas in which the children are reading. After the selection the librarian presents them to the reading class in the library.

In presenting the books to the class, the librarian should introduce the children to the range of possibilities within the selection she has made.

The librarian should also present book talks to inform the teacher. She should help teachers become aware of new materials in special interest areas.

The librarian has a responsibility in the conference when necessary. Many conferences may need to be carried over from the teacher to the librarian. There are times when the librarian should actually be present during the teacher-child conference in the classroom. Although the librarian needs fewer formal conferences with the children to determine their reading experiences and needs, she, too, should be careful to ask leading questions, not questions that can be answered with a "yes" or "no".

The librarian should keep a brief file of class organization. Each teacher will probably have a routine and approach as well as a sequence which works best for her. It might be helpful to make a note of this organization on the seating chart for the library class.

Individualized reading provides a great opportunity for co-operative work between the librarian and teacher. Many of the creative activities may be started in the reading class and carried over to the library period and vice-versa. In the child's record of this bulletin, it is noted that, "Library and classroom assignments, notes and records should be kept together in the child's reading folder." The folder and its design may be a library activity. If need be, it may be completed in the classroom. This folder will be utilized by the librarian as well as the teacher and child.

F. Self-selection Theory

There are some children who possess a natural ability for self-selection of reading materials, but there is still a great need for guidance in self-selection criteria to be given by the teacher and librarian. Through guidance, the child will become more aware of his own interests and will extend them. In time he will become more competent and efficient in his own choice of reading. This is one of the greatest advantages of individualized reading above and beyond a limited skill-growth program. Although in studies which have and are being made, there are no criteria for testing and measuring this interest development. This growth should not be overlooked as an educator's objective.

The self-selection theory which is a vital part of this program states that the child has the responsibility for choosing what to read. When given this freedom he can choose what interests him. A gifted child will probably choose a book that challenges him; the slow child will feel satisfied in selecting material that is suited for him.

The child selects a book with the understanding that he will finish it unless the choice proves to be a poor one for his needs. When he finishes his book, he selects another one by himself or with some teacher guidance. If he does not complete the book that he has chosen, he discusses the situation with his teacher before he selects another one.

The teacher's role shifts in helping with the selection of books as she works with each child. The librarian can also be of great value at this time. Some children begin the reading program needing direct guidance; later they can move to complete self-selection.

Standards for choosing worthwhile books are the same as for great books. The following points may be used as a guide:

- The book is well written.
- The characters are timeless and will never be outdated.
- The author is revealing something significant about human experience, be it good or bad.

This three point guide can be presented and geared to even the third grade, using a great deal of discussion and guidance by the teacher and librarian. In an over-all reading program, a child can use this guide independently as his own personal criteria by the end of the sixth grade.

The child may use this guide for selecting a book on his own reading level:

- There are not more than three unfamiliar words on a page.
- Read a paragraph. Close the book. Put the main idea or ideas into your own words.

If both points are covered, the book is usually on his reading level.

G. Conferences

Frequent individual conferences are essential at all grade levels. During these conferences a close personal relationship between the teacher and pupil can develop. These conferences can provide children with the encouragement and help they need in improving their reading. The teacher should point out areas where the child has been successful in reading and also plan additional experiences to promote his reading development.

When a child leaves a conference, he should feel that he has received help and that he has a specific job to do. He should have a reason to read further in his book, is willing to be helped in the selection of his next book, can do an assignment on reading skills, and may now have a definite idea for a book report.

Objectives of Individual Conferences

- To help the teacher and child understand the child's reading ability and potential.
- To help the teacher become aware of each child's interests and attitudes.
- To help the teacher diagnose each child's reading needs so that she can better help the child.
- To help each child become a more confident reader.
- To help each child develop a pleasant attitude toward reading.
- To help each child develop good study habits.

Timing the Conference

The average time length for conferences is about ten minutes, but should vary according to the needs of the pupil. The frequency with which the teacher meets with the child depends partly on the class size and on the child's maturity. Some children may need to meet with the teacher for a short conference every day, while others need meet only once a week.

Settings for Conferences

The teacher should select a place which allows her to give needed supervision to other children in the room while she is working with one child. It is wise to have an extra chair near the conference area so that the child next in line for a conference can be reading quietly while waiting his turn. Some teachers prefer going directly to a student's desk and working with him during the conference.

Scheduling Individual Conferences

The teacher should have a definite time set aside during the reading period for conferences. Several ideas for scheduling conferences are these:

- The teacher lists on the board names of children with whom she would like to meet.
- The teacher lists several names on the board and permits the children to add their names if they wish to be included.
- The children sign up on the board under a conference heading if they feel they are ready for one.
- The children go for conferences on a voluntary basis after the teacher explains how many children she will have time to meet with.

Content of Conferences

Each conference should differ since the teacher must take into consideration the needs of the child. Often the child prepares himself for the conference by bringing his own questions and problems with him and then asks the teacher for guidance. At other times the teacher must set the pace of the conference by having specific purposes in mind. Some areas to be covered are opportunities for a child to tell about the story, oral reading, work on specific skills, help in selecting new reading material, or developing plans for further work.

Check lists of skills may be used by the teacher to keep a record of the child's progress in reading. A separate list is kept for each child and appropriate comments are made on it throughout the program as the child masters each of the skills.

Leading questions should be phrased in such a way that a child can not give a "Yes" or "No" answer.

- Example of poor question: The Little White Hen worked hard, didn't she?
- Example of good question: How do you feel about the Little White Hen?

The following list of leading questions can be used as a guide by the teacher when discussing a book with the child during the conference.

1. What was the setting of the story? Where did the action take place?
2. When did or might this story have happened?
3. Thinking of the various characters in the book, what were some of the personality contrasts that existed?
4. If you were one of the characters, would you have reacted the same way?
5. Which one of the characters did you like best? Which one did you like least? Why?
6. What was your feeling toward the hero - satisfaction, admiration, dislike?
7. What feelings did the story arouse in you - suspense, adventure, humor, love, hatred, happiness?
8. What was the plot of the story? Where was the climax?
9. What were some new ideas you learned from the book?
10. What other kinds of things which the book suggested would you like to read?
11. What other way would you have ended the story?

Group and Whole Class Sessions

When children are working by themselves or with their teacher in small group sessions, these groups should remain organized only until they have fulfilled their purposes. Times when children can work in small groups are:

- When several children have similar reading problems and can solve them together.
- When they can share new vocabulary words.
- When they can read and discuss the ideas of a book each child has read.
- When they can work together on a project that stems from a book they have all read.

During whole-class sessions which sometimes precede and sometimes follow the independent reading, it is often necessary to plan the sequence of the reading period, to develop, reinforce or extend a skill, or to share an interesting reading experience.

H. Independent Activities

Independent activities encourage children to be organizers of their own time. They should be given the freedom:

- to spend some time away from their independent reading to work on making a report which they wish to share.
- to do projects that stem from their reading.
- to work on developing specific reading skills.
- to bring reading records up to date.
- to read independently at their seats.

Ideas for independent activities that the children could pursue are included at the end of this bulletin.

I. Sharing Activities

The teacher with the class should develop a schedule for determining when children should report on a book. A child does not need to share every book he reads.

Some teachers set aside a specified amount of time (from ten to twenty minutes) on a specific day or days during the week for sharing time. Others set aside a few minutes at the beginning or end of certain reading periods for report making.

Children should be given a list of suggested activities for sharing books that can be adapted to their needs. They should be encouraged to vary the ways in which they share each book with the rest of their class.

V. THE USE OF READING SKILLS IN INDIVIDUALIZED READING

When and how often children work directly on reading skills in individualized reading are decisions to be made by the teacher.

Each child should work on a particular skill when he experiences a need for it in his reading. The child will therefore discover the need for learning the skill at that time. It will not always be necessary to teach every skill to every child.

Skills that should be developed in this program are word meanings, dictionary skills, word analysis, comprehension, interpretation, and skills in the selection of materials for reading. The use of a skill check list for each child helps the teacher spot deficiencies. See pages 23 to 28 for suggested check lists.

Materials that can be used to improve skill deficiencies are the child's present reading book, blackboard or seat games, worksheets and workbooks.

Opportunities to develop skills with the children can be found:

- during individual sessions with the children.
- during small group sessions based on specific needs that were found during individual conferences.
- during whole class sessions when the teacher could anticipate some skills which the children would need to use in their reading.

VI. RECORD KEEPING

Records serve the purposes of:

- pointing out areas where a child is having difficulty.
- evaluating progress and growth.

Records should be kept simple for both teacher and pupils. Often they can develop their own forms and procedures jointly.

A. Record Keeping by Teacher

Often teachers' records of children's progress can be kept in a loose-leaf notebook using one page or a filing card for each child.

Information to be included in these records are:

- Approximate reading level of the child.
- The date of the conference.
- The title of the material being read.
- Difficulties he is having.
- Specific help and direct teaching that was given.
- Any other important comments.

Teachers should use their own judgment as when making entries. At times they can be made in the presence of the child in order to keep him aware of his own needs and assets. At other times, when the child might be intimidated, the entry should be made after he has left the conference.

In addition to records on each child, many teachers keep records on each child's skill development.

B. Record Keeping by Children

The most important records in which the children are responsible are bibliographies of the books they have read. They enter this information when these books are chosen and when the books are completed. These records can be kept on loose-leaf paper in a notebook or on large cards which are divided into columns with headings such as date, author, publisher, pages, and comments. Children can also use folders or large envelopes for their reading records.

It is advisable for each child to keep a record of difficult words he encounters in his reading and which he would like to have in his permanent vocabulary. These words should be discussed during individual conferences and shared in lively discussions during full class sessions.

Suggestions for sharing activities should be included in the child's collection of records. They will then be able to refer to them when they are ready to prepare a report on the book they have finished.

Children's records should be utilized by the child, teacher, and librarian. Library and classroom assignments, notes, and records should be kept together in the child's reading folder.

VII. EVALUATION

There should be a continuous evaluation of the reading program and the child's progress by both the teacher and the child.

Evaluation can be made by analyzing:

- test results.
- the number and variety of books the children read.
- attitudes of the parents and children toward the program. This can be measured both informally and/or through questionnaires.

VIII. TEACHING EXPERIENCES IN INDIVIDUALIZED READING

A. An Experience with Individualized Reading in Third Grade

My basal reading program seemed well organized and successful. However, as weeks passed, I became more aware that reading seemed to be only an assigned activity, one which was done the first hour of each day and then forgotten for the remainder of the day. Most of the children read only those pages that were assigned to them in their basal reader, did their workbook pages and worksheets, and then found other interests around the room or at their seats that occupied their time.

I wanted to instill a greater desire for appreciation and joy of reading in my children. I had read several articles about individualized reading and thought that this program might satisfy the needs of my children more than the basal reading program.

I discussed my plans with my principal who gave me encouragement and suggested that I organize the program into reading units. These units would provide the children with a common area for the discussions and sharing experiences we would have.

To determine what units should be included I gave my children questionnaires which asked them to number the subject areas in the order in which the subjects appealed to them. Included on the list were animals, history, adventure, sports, science, biography, fairy tales, and mystery. From the results of this questionnaire I decided the units we would cover would be fairy tales, animals, biography, adventure and mystery. Each unit would last about a month, depending on the children's enthusiasm.

I also gave the children interest questionnaires that helped me get to know their likes, dislikes and wishes. Through these I was able to understand the children's needs and help satisfy them through their reading and my personal contact with them.

My slow readers, I felt, still needed the structured approach to reading that the basal reading program offered, so I continued to meet with these readers in their group. I encouraged independent reading once they had finished their assigned work, and it was surprising how much they enjoyed this reading. They were motivated, I am sure, by the children in the individualized group.

The individualized program was presented to my top and middle reading groups after Christmas vacation in January. Both groups had completed their basal readers and were therefore looking forward to a new beginning.

The day I presented individualized reading to the class I was careful to have the program and my intentions well in mind, and I was prepared for the children's questions. I had discussed my program with the librarian and had arranged with her to have selected books on fairy tales and folk lore. These were placed on library tables, which would allow the children to browse through them before making their selection.

The children were informed at the beginning of the reading period that we were going to begin an individualized program. We would all start by reading fairy tales and folk lore and later read in other interesting areas. I gave each child a fairy tale folder from construction paper which was illustrated with a make-believe animal. These folders changed each time a new unit was presented. Their old folder was then taken home so their parents could see their progress. Inside the folder I included ditto sheets on "Suggested Ways for Sharing Books and Stories", "Books I Have Read", and "New and Interesting Words". The children were thrilled with their new folders and listened attentively as I explained how each sheet would be used. I emphasized the need for them to keep their folders up-to-date. I also stressed that their folders should be kept on their desks during each reading period so that they would be regarded as one of their working tools in their reading program. These folders were brought with them when they had a conference, so that reading progress could be viewed and difficult words could be discussed.

We then went to the library where the children selected their first books. The librarian and I helped children who needed guidance in making their choice. Each child was permitted to return to the room and begin reading when he had a book. When I returned to the room to put the remaining books that were not chosen in our classroom library, all children were thoroughly enjoying their books.

As the first week passed, each day we discussed our program more carefully, and established classroom procedures about where to keep books brought from home, how to check out books and how to record reading experiences in their folders. We thought it best to keep a conference list on our blackboard. When a child thought he was ready for a conference, he signed his name on the list. I had index cards for each child; after the conference I would jot down what had been discussed, where help was given, and what problems were evident.

Conferences took place at a table in the back of the room. The children looked forward to the personal contact we had in our conferences. Many times they came prepared to discuss a particular problem they were having in their reading. Often I would ask them questions about their books and give help in interpretation and word analysis.

We usually began each reading period with a skill presentation and a follow-up worksheet. Students kept these worksheets in their reading folders. When several children were experiencing the same reading problem, I would work with them together instead of individually.

Our weekly schedule was fairly well structured yet could be adjusted if the need occured. Monday I held individual conferences; Tuesday was our sharing day; Wednesday there were individual conferences; Thursday was devoted to small group work such as sharing vocabulary words or phonetic help; Friday the whole class had the Weekly Reader and phonics work together.

Each child realized that he had permission to work on a book report for our Tuesday sharing day for about ten minutes during each reading period. Most children budgeted their time wisely in their preparation for sharing day. Several children, who were less mature, had to be guided during the reading period so that they did not waste their time.

During our reading units the children often brought recordings from home that correlated with the stories they were reading. I also used films and filmstrips to help motivate the children and present new reading areas to them.

There was definite, planned teaching in reading skills throughout this program. The last month in the school year I placed all of the individualized readers in a phonics workbook that helped to summarize and co-ordinate the skills that had been emphasized throughout the year.

In evaluating this approach, I can definitely say that the children developed an enthusiasm for reading that was not evident before we began individualized reading. It was a joy to see the majority of the children reading from their books whenever they had free time.

How did the children evaluate the program? I gave them questionnaires after they had been in the program a month. All children thought they were reading more in their new reading program compared to their old reading groups. Three-fourths of the children thought they were reading harder words in our new program. Half of the children thought they were reading their books more carefully than the reading pages assigned in the old groups; the other half felt they were reading about the same as before. All children wrote that they enjoyed individualized reading more than the basal reading program. When I asked the children to write down what they liked best about the individualized reading program, they gave responses such as:

"Sharing time is my favorite time."
"Because we get to read books."
"It is more fun."
"The stories now are more exciting."
"You get to read more."
"I like our classroom library."
"The books are harder than before."
"Because we can read the pages we want to."

This program is by no means an easy way to teach reading. In order to make it a successful program, the teacher should be in demand constantly. She must know what books are on the shelves so that she and the librarian can advise the children in making their selections. Each day the teacher must work with as many children as possible, reading with them, talking with them and helping them with their difficulties.

I have been pleased with the results of my individualized program. Through it, I have become more aware of the abilities and needs of my children. They have increased their interest in reading and have therefore found the joys and satisfactions that come through reading good books.

B. An Approach to Individualized Reading in Fourth Grade

My reading group consisted of the 35 top readers from the four fourth grade classes. The reading level of the group ranged approximately from 4.0 to 7.5 with the majority reading beyond 5.5 by the end of the year. The basal reading program was used the first 15 weeks of the school year. Then, or approximately twelve weeks, the class moved into the Science Research Association Laboratory Reading Program for which I found, was a tremendously self-motivating experience for each of my students.

After my students had reached such a high point of interest in reading I found it impossible to go back to the basal reading program; therefore, I turned to a form of individualized reading for the last eight weeks of the school year.

With the idea of broadening reading interests in many subject areas, the librarian and I chose seven specific areas. The areas included biography, mystery, adventure, humor, animals, myths, legends and fairy tales, and self-selection in any subject area of Great Books. Each week the class chose one area in which to concentrate their reading and could read as many books as they wished during reading class, leisure time in their classrooms, or at home.

Each Monday the librarian selected books according to the three-point definition of Great Books and presented them to the class in the library. Sometimes the books were separated according to boys' and girls' interests and placed on specific tables.

The children enthusiastically made their selections from the Great Books with the help of the librarian, other children, or me. After checking out the book, each child immediately returned to the classroom and began reading his book. When the book was finished, the child had the opportunity to exchange it with his classmates, return it to the library after school, select another one with the approval of the librarian, choose a book from the classroom shelf, or read a teacher approved selection from home.

Each child had his own dictionary on his desk and used it when meeting new or difficult words. Some students kept running lists of these words and placed them in their notebooks. From one book read in each area, the child could write a summary, write about a main character, write why he liked or disliked a book, and/or illustrate the story.

The notebook was checked by me during periodic conferences with the child. The feelings the child had for a book, his progress in and impression of this reading program, and his work in his notbook were some of the things discussed during this informal conference. Many times a child brought his book and dictionary to me for help in understanding words, phrases, and ideas.

Children stimulated one another when they wished to share or exchange books. Toward the end of each week, small group conferences were held each day for the purpose of trading books. A child would tell about his book if he thought others might be interested in reading it.

I feel this variation of individualized reading was an excellent follow-up to the SRA program. The children retained their high interest in reading and continued to work independently with the feeling of success and progress. They found they had more of an opportunity to express personal reactions, share ideas, and read extensively.

TEACHER RECORDS

There are several possible record forms a teacher can use when observing children's reading performances. In order not to have record keeping become too time consuming, usually one or two records are adequate for each child.

The teacher must decide what should be included in the records. Suggestions for their content are as follows:

- child's name
- conference date
- intelligence scores
- recent reading test scores
- results of informal oral reading tests
- reading level
- distinguishing physical characteristics (hearing, etc.)
- comments regarding:
  - ..interests
  - ..assets
  - ..liabilities
  - ..child's attitude toward reading
  - ..child's specific reading needs
  - ..approaches and techniques found most helpful to him
  - ..his progress in reading

Several examples of possible records are illustrated below:

Name______________________

Date	Book	Comprehension of Plot	Attitude	Word Recognition	Skills Needed

Name______________________ Age__________

Reading Grade Level__________

Date	Book	Activity	Needs

Child's Name____________________ Reading Grade Level____________

Date	Title of Book	Reading Level of Book	Comments

Class Record of Reading Skills

This type of record is helpful for planning and evaluating the skills development area in the reading program. After a skill is presented to a child, group, or an entire class, the teacher records the rest of the information on the chart. An illustration is shown below. As many skills as a teacher wishes to develop should be listed on the chart.

Reading Skills	Presented to Whole Class	Presented to Individuals	Help Needed
1. Initial consonant sounds		Susan Jan. 18	
2. Short and long vowel sounds			
3. Consonant blends	Feb. 2		Betty, John, Bob
(continued)			

Additional Teacher's Records

Name________________________

Fails to show growth /
Shows growth X

Date						
Enjoyment						
Attention Span						
Speed						
Widening Reading Interests						
Increasing Vocabulary						

To help the teacher and librarian evaluate sharing activities, the following form could be used for each child.

Child's Name	Sharing Activity	Date	Quality of Work

DIAGNOSIS OF INTERPRETIVE SKILLS

Name________________________

Disability present ☑ Disability present but improved ☒

No longer needs help (✓)

	Date					
1. Senses humor in situations.						
2. Interprets stories set in backgrounds different from his own.						
3. Recognizes emotional reactions, motives, and inner drives of story characters.						
4. Identifies and evaluates character traits.						
5. Interprets ideas implied, but not clearly stated.						
6. Begins to interpret idioms and unusual language.						
7. Identifies and reacts to the mood of a passage, story, or poem.						

DATE	BOOK	LEVEL	COMMENTS

DIAGNOSIS OF COMPREHENSION

Name____________________

Disability present ✓ **Disability present but improved** ✗

No longer needs help (✓)

Date							
1. Can interpret main idea in story.							
2. Can recognize proper sequence of events in a story.							
3. Can draw logical conclusions.							
4. Can anticipate outcomes.							
5. Uses punctuation as a guide to meaning.							
6. Can distinguish between fact, and fancy, relevant and irrelevant material.							
7. Can follow printed directions.							
8. Can recall facts and events, both general and specific.							
9. Uses index and glossary.							
10. Knows technique of skimming.							

DATE	BOOK	LEVEL	COMMENTS

DIAGNOSIS OF ORAL READING

Name________________________

Disability present ✓ Disability present but improved ✓

No longer needs help ✓

	Date							
1. Holds book incorrectly								
2. Reads word by word								
3. Ignores punctuation								
4. Expressionless reading								
5. Poor enunciation								
6. Guesses words								
7. Skips words								
8. Word substitution								
9. Points								
10. Loses the place								
11. Volume too loud								
12. Volume too soft								
13. Poor comprehension								

DATE	BOOK	LEVEL	COMMENTS

DIAGNOSIS OF READING SKILLS

Name______________________

Disability present ✓

Disability present but improved ✗

No longer needs help (✓)

Date

1. Initial consonant sounds
2. Short and long vowel sounds
3. Consonant blends
4. Consonant digraphs
5. Blends consonant and vowel sounds smoothly.
6. Recognizes syllables
   - There are as many syllables in a word as vowel sounds.
   - If the first vowel in a word is followed by 2 consonants, the syllable usually ends with the first of the 2 consonants.
   - If the first vowel in a word is followed by a single consonant, the consonant usually begins the 2nd syllable.
   - If a word ends in le preceded by a consonant, the consonant usually begins the last syllable
   - Prefixes and suffixes are syllabic units.
   - A is a syllable when at the beginning of 2 syllable words.
7. Accent marks

DIAGNOSIS OF READING SKILLS (continued)

Date

8. Vowel rules
   - Vowel in one syllable word is short
   - Vowel in syllable or word ending in e is long
   - Two vowels together, first is long, 2nd is silent
   - Controlled r sound
9. Compound words
10. Root words
11. Prefixes and suffixes
12. Plurals
13. Contractions
14. Homonyms
15. Synonyms
16. Antonyms
17. Dictionary skills

DATE	BOOK	LEVEL	COMMENTS

CHILDREN'S RECORDS

Children's records should be kept simple. One page in each child's notebook can be devoted to each book they have read, or a prepared form can be given to each child for his recording purposes. These sheets should be included in his reading folder. Suggestions for records kept by children follow:

Date

Book

Author

Pages

Classification

Comments

Records that are kept day be day include information such as:

Date ____________________

Title of Book ____________________

Author ____________________

Pages read ____________________

Vocabulary (word, page number, diacritical marking, meaning)

____

____

Comments about the story:

Books I Have Read

Title	Pages	Date Finished	Shared		Comments
			yes	no	

This form could be used for reporting on a book.

My Diary

Name of Child: Author:

Name of Book: Date Finished:

Date Started:

Would you recommend this book to a friend?

Please explain why you would or would not:

Are there any special highlights you would like to remember?

My List of New, Unusual, and Interesting Words

Words	Meanings
1.	
2.	
3.	

A list of suggested ways for sharing helps guide and motivate children. To keep the children's interest high it is recommended that the list of suggestions be changed every month. Since the child checks the activity once he has done it, the teacher and child are able to see in what direction the child's experiences should be extended.

Suggested Ways for Sharing Books and Stories

Activities I have completed

1. Painting a picture or series of pictures to illustrate a story or part of a story.
2. Writing a similiar story about an experience of my own.
3. Telling about an interesting, exciting or amusing part of the book.

The following records encourage children to broaden their interests by helping them become aware of the many types of reading material that are available. The teacher or librarian can initiate these activities. This should be worked out cooperatively between the teacher and librarian to fit the individual needs of the situation.

Name ______________________

Kind of Story	Books	Magazines	Newspapers
Fairy Tale			
Biography			
Humor			
Adventure			
Animal			
Mystery			
Facts			

Name of Story and Date

1.
2.
3.

The name of each story, book, article, or heading is listed at the bottom of the sheet. The appropriate number is then placed at the top of the sheet in the proper catagory to classify the material read. This type of record can be used by the teacher and pupil to discuss the variety of reading experiences the child is having.

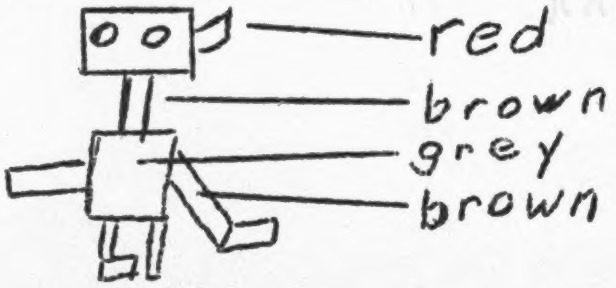
Reading Design

Children read from the areas listed on the key. They cut out designs from construction paper of the appropriate color and construct a design, extending and eventually completing it as they progress in their reading.

Key

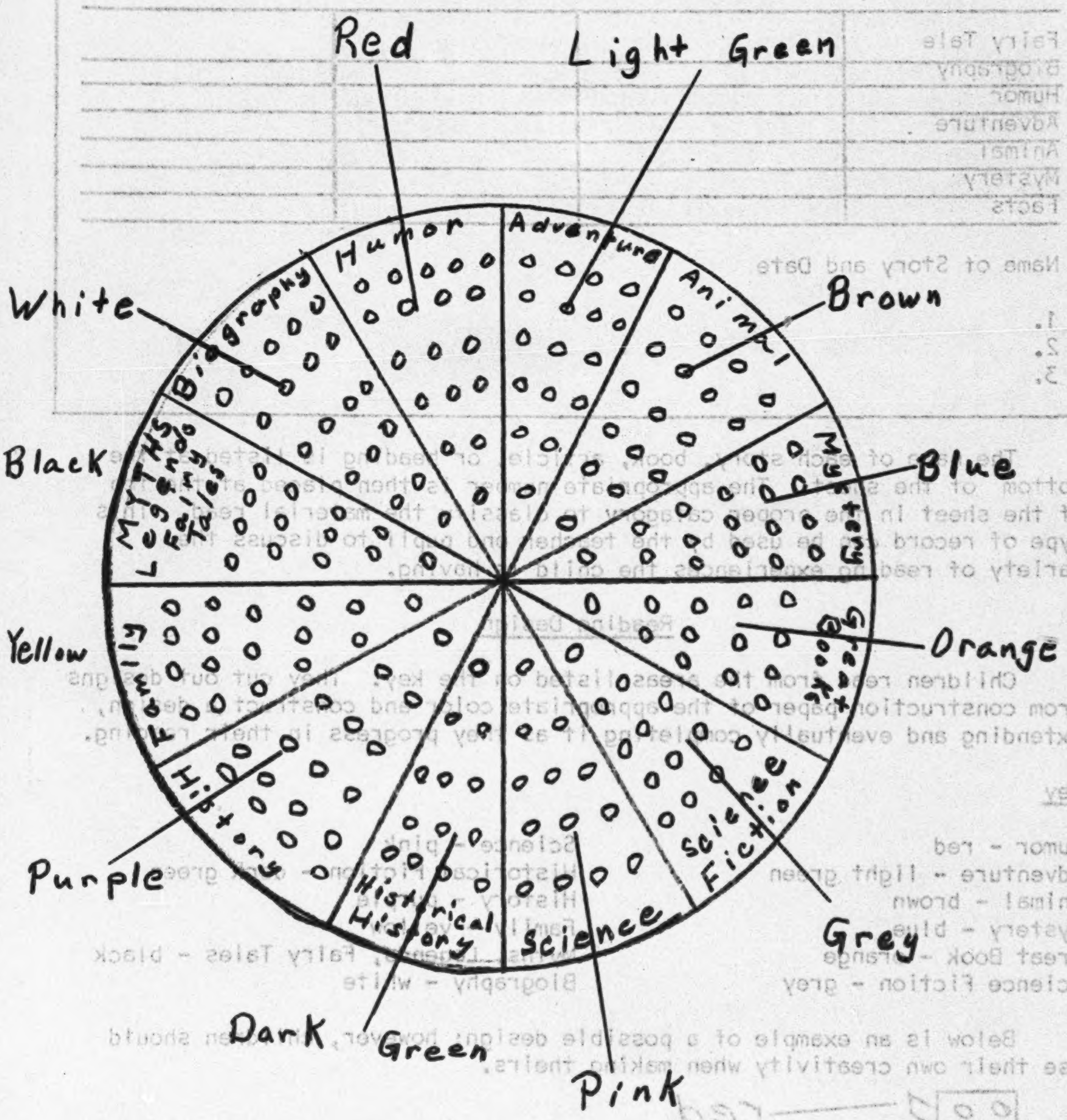
Humor - red
Adventure - light green
Animal - brown
Mystery - blue
Great Book - orange
Science Fiction - grey
Science - pink
Historical Fiction - dark green
History - purple
Family - yellow
Myths, Legends, Fairy Tales - black
Biography - white.

Below is an example of a possible design; however, children should use their own creativity when making theirs.



Reading Wheel

The children color in one symbol in the appropriate wedge each time they complete a book. The teacher and librarian can include as many subject areas as they wish in the wheel.


Red
Light Green
Humor
Adventure
White
Biography
Animal
Brown
Black
Myths Legends Fairy Tales
Mystery
Blue
Great Books
Orange
Yellow
Family
History
Purple
Historical History
Science
Science Fiction
Grey
Dark Green
Pink

Evaluation

I. TEACHER EVALUATION

Standardized tests are only one way to measure children's growth in reading. Ways of evaluating which extend beyond measuring only the child's mechanics of reading should be used.

Questions that should be asked in order to evaluate a child's growth are:

- Was this reading experience satisfying enough to develop in the child a sense of personal dignity, worth, and achievement?
- Have new interests developed which will lead to further reading?
- Has worthwhile information been acquired from the reading content?
- Have deeper insights into human understandings and living been developed from the reading content and discussions?
- Is the child increasing in his ability to evaluate his own growth in reading?

The teacher should evaluate her total reading program by answering questions similar to the following:

Guide for Evaluating an Individualized Program

A. Physical Arrangement

- Does the seating arrangement allow for meeting the needs of individual and group teaching?
- Are there adequate facilities for displaying and storing books, magazines and other reading materials?

B. Appraisal of Testing

- Do I use standardized tests?
  - Diagnostic
  - Achievement
  - Intelligence
- Is there evidence of continued evaluation using such materials as:
  - Teacher made tests to measure word analysis, sight vocabulary, comprehension and auditory discrimination?
  - Worksheets to check for proficiency in a certain skill such as alphabetizing?
  - Tests and exercises in children's weekly newspapers and magazines which help evaluate comprehension and word-attack skills?

C. Skills and Methods

- Do I provide for the sequential development of the various skills?
  - Word attack
  - Comprehension

- Are assignments provided on differential levels?
- Do I have a definite aim for each lesson?
- Are my pupils aware of their purpose in reading?
- Is there planning with the class so that they understand what is expected of them during the reading period?

D. Materials of Instruction

- Am I accumulating interesting and colorful illustrative material to help motivate and clarify my reading lessons?
- Are workbook pages used as one means of reinforcing needed skills?
- Do I make sufficient use of the blackboard to illustrate a point?
- Do I provide books, magazines and newspapers on various levels of difficulty and interest?
- Do I provide appropriate materials and activities for the disinterested child?
- Am I sufficiently familiar with the materials the children are reading?
- Am I able to suggest follow-up reading materials when necessary?

E. Planning

- Is there evidence of planning for individual needs, small group needs, and whole class needs?
- Is there evidence of planning for varied activities within the period?
- Is there evidence of teacher prepared materials to meet individual or group needs?
- Do I allow an appropriate amount of time for reporting?
- Is enough time given for group and individual work on reading skills?
- Am I including all essential activities in the week's program?

II. EVALUATION BY CHILDREN

Children should have a part in the evaluation of the reading program and also of themselves. They should answer questions that are similar to these:

- Do you think you are improving in your reading? How can you tell if you are or are not?
- Would you like to go on with this reading program? Why or why not?
- Have you told your parents about this reading program? What have you told them?
- If your parents know about this reading program, how do they feel about it?

- Do you enjoy reading more or less than you did at the beginning of the year?
- Are there enough different kinds of books for you to choose from in the classroom library?
- Do you enjoy reading by yourself more than you did reading with a group? Why or why not?

Children can develop through self-evaluation by asking themselves periodically:

		Yes	No
1.	Do I vary the kinds of books I read?		
2.	Do I try to increase my vocabulary by attempting to "unlock" new words?		
3.	Do I make good use of dictionaries?		
4.	Do I contribute in class activities and discussions?		
5.	Do I use the school and public libraries?		
6.	Am I reading more during my free time at school and home?		
7.	Do I read magazines or newspapers?		
8.	Do I know what my reading strengths and weaknesses are?		
9.	Am I trying to overcome my reading problems?		
10.	Do I keep my records up to date?		
11.	Do I complete assigned work?		
12.	Do I explain my reading progress to my parents?		
13.	Am I becoming more independent in planning and carrying out my reading program?		

III. EVALUATION BY PARENTS

The questionnaire below helps the teacher become aware of any carry-over of the reading program at home.

1. Have you noticed any recent changes in your child's attitude toward reading? If so, what are they?
2. Has your child done more reading at home than formerly?
3. Has your child made more use of the library than formerly?

Related Activities

A child's literary and artistic creations are important for the effect they have on his attitude and behavior. Related activities give each child the opportunity to test his imagination. It is important that children do something with what they read.

Oral Reading Activities:

- Help the child locate pertinent materials.
- Help the child make appropriate reading selections.
- Give the child the opportunity to read in a true audience atmosphere.
- Provide the listener with suitable "listening" materials.
- Help the reader and audience to appreciate the extensive work of authors.
- Help to develop sensitivity to language patterns.
- Increase vocabulary.
- Further develop oral reading skills.
- Furnish an active listening situation. Activities include:
    - Giving a radio program.
    - Reading a funny, sad or exciting part of the story in character.
    - Making tape recordings of stories read aloud.
    - Reading a favorite poem from a book.
    - Reading an interesting part of a story to prove the story could be true or could not be true.

Expressive Media Activities:

- Provide many opportunities for group dynamics.
- Provide children the opportunities for creative and aesthetic expression.
- Help stimulate other children to express their ideas.
- Bring pleasure to others through displays in the classroom.
- Provide content for expressive media.
- Give many opportunities for conversation and discussion.
- Develop a child's thinking through sorting and selecting ideas, planning and evaluating procedures and results, and rejecting, referring, and reviewing ideas.

- Activities include:
  - Painting a picture or series of pictures to illustrate a story or part of a story.
  - Making booklets - two to four pages containing illustrations and comments or captions.
  - Making a diorama or "peep box", shadow box, or a cardboard stage.
  - Making puppets - paper bag, stick, string, etc.
  - Developing flannel board stories.
  - Painting a mural or picture role.
  - Creating a mobile using a hanger, branch, or wire.
  - Making a book jacket illustrating a story.
  - Preparing a bulletin board on a story read.
  - Making charts, time lines and graphs from informational materials.
  - Making a collage poster of one or several ideas taken from book read in a subject area.
  - Making pictorial literary maps.
  - Arranging book displays.
  - Designing book marks for individual or class use.
  - Making book figurines of favorite book characters from soap, clay, paper, etc.

Dramatization Activities:

- Provide the opportunity for children to express themselves which almost all children enjoy.
- Provide the opportunity for children to express themselves as other characters, this develops a better understanding of the characters.
- Help children to better understand the importance of sequential development of events.
- Provide opportunities for good listening experiences.
- Provide an opportunity to apply evaluative skills through selection of pertinent materials for dramatization.
- Activities include:
  - Giving a puppet show.
  - Giving a television program.
  - Pantomiming persons and events.
  - Playing charades - may be used as a culmination of a subject unit.
  - Acting out skits, T.V. or radio scripts and character sketches.
  - Participating in quizzes patterned after well-known T.V. quiz programs such as "Meet the Author" and "What's My Name?"
  - Dramatizing through shadow plays and puppets.
  - Dramatizing with invisible props.

Oral Reporting Activities:

- Help children to use speech as a true form of communication.
- Help the child develop a close relationship with his audience without using a book to act as a physical barrier.
- Help to develop increasingly better oral language patterns.
- Develop ability to understand the importance of building up to a climax.
- Help the child to organize his thinking; give him functional practice in rearranging and organizing ideas in sequential form.
- Develop ability to give and follow directions.
- Activities include:
  - Selling the book or story to the class. Paper money could be used.
  - Holding round table discussions or panels to give personal interpretations of stories.
  - Conducting debates.
  - Telling the author's purpose in writing the story.
  - Telling about an interesting, exciting, or amusing part of the book.
  - Telling what you have learned as a result of reading the story.
  - Choosing another title for the story. Tell why you think this is a good title.
  - Picking out interesting words that you know in the story that are unfamiliar to other children. Be prepared to talk about them and present the context.
  - Conducting oral word games from vocabulary lists.
  - Establishing reading clubs to satisfy individual interests - may be used for small group sharing.

Writing Activities:

- Help recommend books to other children. The child's own reaction to the book may carry more weight with other children than other reviews or reactions.
- Improved understanding of other children's contributions.
- Give functional practice in applying ideas, thinking, and organization to writing situations.
- Lead to further communicative arts and other expressive media.
- Stimulate judgment and critical thinking.
- Provide opportunity for "intelligent guessing".
- Increase awareness of good ideas and the wonder of words.
- Add extra meanings to words, enlarge vocabulary, clarify concepts.
- Lead to various experiences in other curriculum fields.
- Activities include:
  - Writing a similar story about an experience of your own.
  - Writing a book review.
  - Writing a different ending to the story.
  - Comparing or contrast the story with your way of life.

.. Writing about the character you disliked most.
.. Writing about the character you liked most.
.. Writing a poem about the book.
.. Writing a letter to the author about the book.
.. Thinking of three special words to describe the book. Write them down and explain your choice.
.. Writing interesting events within the story in sequential order.
.. Writing the main idea of a newspaper, magazine, Weekly Reader or Scholastic article.
.. Keeping a running vocabulary of words and phrases distinguishing between sound, action and descriptive words - beautiful, powerful, or other such descriptive words and phrases.
.. Writing a two-week diary of one of the characters.
.. Writing an imaginary biography of one of the characters.
.. Writing an autobiography - possible illustrating with snapshots.
.. Writing a riddle about your book.
.. Making a list of questions to ask others who have read the book.
.. Writing an annotation for a book.
.. Listing ideas under "Things I Didn't Know Until Now".
.. Contributing cards to a card file of books you recommend to the class members.
.. Making original crossword puzzles from selected words found in stories read.
.. Writing a sentence which tells about an author's illustration.
.. Writing something about the author.

Games

Students who are deficient in the basic reading skills need supplementary material to provide extra practice that will strengthen individual weaknesses.

Reading games can be helpful since they are or can be made self-directive. Generally the play technique does arouse interest and provide needed motivation. Since reading games have their limitations, they should be supplemented by recreational reading and developmental instruction on meaningful content. The games should be carefully selected by the teacher on the basis of appropriate content, difficulty and pupil interest. Keeping a record of the child's progress proves motivating and self-competitive for the child and enables the teacher to evaluate his progress. Certainly there is no need to continue a game when progress stops or the child fails to enjoy or profit from it.

Books found useful in the selection of games and which can be obtained from the Curriculum Office are:

Schubert, Delwyn G. and Theodore L. Torgerson, Improving Reading in the Elementary School. Wm. C. Brown Co. Inc., Dubuque, Iowa, 1963.

Suggestions for Effective Reading Instruction. The Madison Public Schools, Curriculum Department, Madison, Wisconsin, 1959.

Interest Inventories

The teacher must consider the areas of reading interest in her class when selecting books that will be used. Children are highly motivated when they are able to select a book in an area that interests them.

When boys and girls begin school, the teacher must work with the interests that a child already has. Throughout the year the teacher should strive to create new interests and raise the level of pupil's tastes. Therefore, in a balanced reading program the study of children's interests is a main consideration.

An extensive interest survey shows the interests generally for grades 4-8 to be as follows:

. Animals
. Family
. Biography

Humor is the most enjoyed characteristic in any story regardless of catagory.

Teacher or librarian constructed questionnaires asking about travel experience, hobbies, best-liked stories, and other interests a child might have are one way of gaining information that will satisfy personal needs. The results of those should be shared by both teacher and librarian. Several examples of attitude-interest type questionnaires follow:

I like ______________________________

Sometimes I dislike ______________________

I work best when ______________________

My favorite story ______________________

Reading ______________________________

The library ____________________________

I get mad when ________________________

If I had two wishes at home they would be:
1.
2.
If I had two wishes at school they would be:
1.
2.

Questions as listed below should be geared to the class situation:

1. If you had an hour to do anything you wanted to do, what would you do?
2. Would you rather play by yourself, with boys, girls, or boys and girls?
3. When do you have the most fun at home?
4. Do you have a pet? What kind?
5. What do you like to play indoors?
6. What do you like to play outdoors?
7. What sport do you like best?
8. What is your favorite hobby?
9. What is one thing you would like to know more about?
10. What is one thing you would like to learn how to make?
11. What is your favorite movie?
12. What is your favorite television program?
13. What is one book you have really enjoyed?
14. Number these reading areas in the order in which they interest you:

    ___fairy tales
    ___humor
    ___animals
    ___mystery
    ___science fiction
    ___science
    ___historical fiction
    ___history
    ___biography
    ___adventure
    ___family
    ___great books

15. What person (in real life or in history) would you like to be like?

Autobiographies, also, help give insight into children's feelings about themselves, their families, their interests and hobbies. An outline of areas that should be included in the autobiography helps give the child direction.

Audiovisual Materials

The use of audiovisual materials has been relatively unexplored for individualized reading. The teacher and librarian can help in this area develop by experimenting with various techniques using audiovisual equipment as one means to motivate and enrich the program.

Films, filmstrips and records listed in this guide can be used in a variety of ways:

- To help stimulate a child to read a particular book.
- To create the mood for reading in a particular subject area.
- To give background information on an author or event that the child will come in contact with during reading.
- To encourage new areas of reading interest in the children.
- To expose them to some of the best in children's literature.
- To develop a lasting enjoyment of literature.

Audiovisual material can be obtained from following sources:

IMC (Instructional Materials Center - Audiovisual Department). Contact your own school librarian for assistance in ordering.

BAVI - at the University of Wisconsin Extension Division.

AUDIOVISUAL MATERIALS

16 MM Films

Title	Grade Level	Catalog Number or Rental	Where Obtained
1. Alice in Wonderland (40 min.) No. 0068	I	$ 5.50	BAVI
2. And Now Miguel (64 min.) No. 3236-3237	I	3.25	BAVI
3. Boy of India: Rama and His Elephant (11 min.) No. 3739	P I	2.25	BAVI
4. Five Chinese Brothers (9 min. - color) No. 4710	P	3.75	BAVI
5. Hansel and Gretel (11 min. - color) No. 1286	P I	3.50	BAVI
6. Heidi (45 min.) No. 0915	P I	5.50	BAVI
7. Johnny Appleseed: A Legend of Frontier Life (14 min.) No. 2990	P I	2.75	BAVI
8. Kidnapped (40 min.) No. 1159	I J	5.50	BAVI
9. King Midas and the Golden Touch (10 min. - color) No. 1161	P I	3.75	BAVI
10. Let's Read Poetry (10 min.) No. 1235	P I	2.00	BAVI
11. Little Hiawatha (8 min. - color) No. 3245	P I	3.00	BAVI
12. Littlest Angel	P I	F-104L	IMC
13. Loon's Necklace (10 min.)	I	F-107	IMC
14. Magic Fish (15 min.) No. 3094	P I	1.75	BAVI
15. Make Way for Ducklings (11 min.) No. 3765	P I	3.25	BAVI
16. Midnight Ride of Paul Revere (11 min.) No. 4199	I	2.25	BAVI

Title	Grade Level	Catalog Number or Rental	Where Obtained
17. Midnight Ride of Paul Revere (11 min. - color) No. 4195	I	3.75	BAVI
18. Mike Mulligan and His Steam Shovel (11 min. - color) No. 4502	P	3.75	BAVI
19. Night before Christmas (11 min.)	P I	F-123	IMC
20. Old Ironsides (5 min.) No. 3875	I	.60	BAVI
21. Pablo, Boy of Mexico (22 min.)	P I	F-136	IMC
22. Paul Bunyan and the Blue Ox (5 min.) No. 2683	I	1.50	BAVI
23. Paul Revere's Ride (10 min.) No. 3719	I	2.00	BAVI
24. Pied Piper (Legend of) (10 min.) No. 1687	P I	2.00	BAVI
25. Poems Are Fun (11 min.) No. 1971	3-4	2.25	BAVI
26. Rapunzel (11 min. - color) No. 1057	P I	3.25	BAVI
27. Thumbelina (10 min.) No. 3844	P I	2.00	BAVI

AUDIOVISUAL AIDS

Filmstrips

	Title	Grade Level	Catalog Number	Where Obtained
1.	Andy and the Lion	P	1810	IMC
2.	Biggest Bear	P	1811	IMC
3.	Five Chinese Brothers	P	502	IMC
4.	Georgie	P	1812	IMC
5.	Gulliver's Travels	I	618	IMC
6.	Hans Christian Anderson	P I	623	IMC
7.	Hans Coldhopper	P I	624	IMC
8.	Hercules	P	1813	IMC
9.	Hiawatha	I	645	IMC
10.	Joan of Arc	I	789	IMC
11.	Johnny Appleseed	I	795	IMC
12.	King Arthur	I	811	IMC
13.	Legend of Sleepy Hollow	P I	832	IMC
14.	Lentil	P	1814	IMC
15.	Little Red Light House	P	1815	IMC
16.	Little Toot	P I	1816	IMC
17.	Mike Mulligan and His Steam Shovel	P	1817	IMC
18.	Moby Dick	I	976	IMC
19.	Paul Bunyan	I	1111	IMC
20.	Pecos Bill	P I	1113	IMC
21.	Pied Piper	P	1129	IMC
22.	Pinocchio	P I	1131	IMC
23.	Red Carpet	P	1818	IMC
24.	Rip Van Winkle	I	1218	IMC

	Title	Grade Level	Catalog Number	Where Obtained
25.	Robert Bruce and the Spider	I	1223	IMC
26.	Robin Hood	I	1224	IMC
27.	Robinson Crusoe	I	1225	IMC
28.	Rumpelstiltskin	P	1237	IMC
29.	Stone Soup	P	1819	IMC
30.	Story of Ping	P	1820	IMC
31.	William Tell	I	1623	IMC

The following filmstrips are recommended for purchase by individual schools. Copies are also available in the Madison Schools Audiovisual Department.

Eye Gate House, Inc. The Adventures in Reading Series:

Captains Courageous	1821
Swiss Family Robinson	1822
Hans Brinker or the Silver Skates	1823
Bambi	1824
Kidnapped	1825
Tom Sawyer	1826
Twenty Thousand Leagues Under the Sea	1827
A Tale of Two Cities	1828
The Call of the Wild	1829

Records

Available in School Library Office - Contact your school librarian to order them for you.

Alice in Wonderland (includes songs from Mother Goose - Simple Simon, Little Jack Horner, There Was an Old Woman)
Baldu (A Norse Myth)
Brer Mud Turtle's Trickery (An "Uncle Remus" story)
California Gold Rush (Landmark)
Children and Poetry by May Hill Arbuthnot
A Christmas Carol, as told by Lionel Barrymore
A Christmas Carol, as told by Basil Rathbone
Christopher Robin Songs, A.A. Milne
Cinderella
Dick Whittington and His Cat
The Frog - A Spanish Folk Tale
Gubrand - on - the - Hillside (A Norwegian Folk Tale)
Legend of Sleepy Hollow
Little Toot (Record with filmstrip)
Little Toot Lost in the Fog
Littlest Angel
Lullaby of Christmas
The Night before Christmas (includes Jingle Bells, Silent Night, O Little Town of Bethlehem, O Come All Ye Faithful, Hark! The Herald Angles Sing)
Nutcracker Suite, Tchaikovsky (includes Overture, Dance of the Sugar Plums, Trepak, Dance of the Toy Flutes, Waltz of the Flowers)
Paul Bunyan Yarn
Paul Revere and the Minute Men
A Pecos Bill Tale
Peter Pan
The Pied Piper
Pinocchio, Carlo Collodi
Adventures of Pinocchio
Puss in Boots
Rapunzel
Riding the Pony Express
Rip Van Winkle
Robin Hood
Silent Night (includes Silent Night, Away in a Manger, The First Noel, O Come All Ye Faithful, We Three Kings, O Little Town of Bethlehem)
Sleeping Beauty, Gundrun Thorne
Some of my Best Friends are Books by May Hill Arbuthnot
Songs of Pooh and Christopher Robin, A.A. Milne
The Story of Babar
The Story of Paul Bunyan
Tales from the Volsunga Saga
Treasure Island
'Twas the Night before Christmas, by Fred Waring
Voyages of Christopher Columbus
Winnie the Pooh and Christopher Robin Songs, by A.A. Milne
Winnie the Pooh and the Heffalump, by A.A. Milne

Children's Annotated Bibliography

This bibliography is merely a suggested list of books which can be used for guides in self-selection. It is expected that the teacher and librarian will extend this list. It should also be noted that some of these books may not meet the specific needs of the child. The final selection should be guided by the teacher and librarian working with the individual class.

All titles on this list have been approved by the Department of Instructional Materials. Librarians may use this guide as a selection source.

ANIMALS

Atwater, Richard, Mr. Popper's Penguins. Little, 1938. Grades 3-4.
Life in the Popper family was never quite the same after Mr. Popper received a penguin as a gift from an Anarctic explorer. Very funny.

Bagnold, Enid, National Velvet. Morrow, 1949. Grades 6 - up.
A story of how Velvet Brown won a horse and rode him in the Grand National Steeplechase.

Ball, Zachary, Bristle Face. Holiday, 1962. Grades 6 - up.
A lively story about a boy and his turtle-chasing dog who develops into a keen nosed trail dog.

Bianco, Margery, Velveteen Rabbit. Doubleday, 1926. Grades 3-4.
A much loved toy animal is changed by nursery magic into a live rabbit.

Bontemps, Arna, The Fast Sooner Hound. Houghton, 1942. Grades 4-5.
A humorous adventure of a long-legged, lap-eared hound out of the Old West.

Burnford, Sheila, The Incredible Journey. Little, 1961. Grades 6 up.
The adventures of two dogs and a cat who cross many rugged miles of northern Ontario.

Clark, Ann Nolan, Blue Canyon Horse. Viking, 1954. Grades 4-5.
A deep love story between an Indian boy and a mare who returned to him with her colt. Loyalty to him meant more to her than freedom.

Coatsworth, Elizabeth, The Cat Who Went To Heaven. Macmillan, 1930.
Newberry Medal, 1931. Grades 6 up.
The three-colored cat, who is said to bring good luck, comes to the home of the poor young Japanese artist while he is painting for the temple.

Coblentz, Catherine, The Blue Cat of Castle Town. Longmans, 1949.
Grades 4-5. This blue kitten lives in Vermont during the Revolutionary War. He is privileged to know the song of the river and its wisdom.

Estes, Eleanor, Ginger Pye. Harcourt, 1951. Newbery Medal, 1952. Grades 4-6. Jerry and Rachel Pye bought Ginger for a dollar when she was a puppy. The Pye family was happy until a mysterious man appeared and Ginger disappeared

Ets, Marie Hall, Mr. T. W. Anthony Woo. Viking, 1951. Grade 3. Tells about a cat, a mouse, and a dog who fought continuously but learned the lesson of sticking together.

Flack, Marjorie, The Story of Ping. Viking, 1933. Grades K-3. A humorous picture book of a Chinese duck who lived on a house-boat.

Flack, Marjorie, Walter the Lazy Mouse. Doubleday, 1963. Grades 4-5. Walter was so lazy that he was always late. One day his family moved away before he got home from school. In trying to find his family, he met three frogs. He was so busy he didn't have time to be lazy.

Freeman, Don, Fly High, Fly Low. Viking, 1957. Grades 2-3. The experiences of two pigeons who make their home in a sign on a hotel.

Gipson, Fred, Old Yeller. Harper, 1956. Grades 6 - up. The tale of a pioneer boy's love for a dog who proved more than a match for thieving raccoons, grizzly bears and mad wolves.

Henry, Marguerite, King of the Wind. Rand McNally, 1948. Newbery Medal, 1949. Grades 5 - up. A beautiful story of the famous Godolphin Arabian, a stalion, and his devoted mute Arabian stable boy who accompanies him across the seas to France and England.

Henry, Marguerite, Misty of Chincoteague. Rand, McNally, 1947. Grades 5-8. The beauty and pride of wild horses is the theme. Setting - the Island of Chincoteague off the coast of Virginia. See also the other M. Henry books.

Heyward, DuBose, The Country Bunny and the Little Gold Shoes. Houghton, 1939. Grade 3. An Easter story of a little country rabbit whose ambition was to become one of the five Easter bunnies.

James, Will, Smoky, the Cowhorse. Scribner, 1954. Newbery Medal, 1927. Grades 6 - up. Smoky, a cow pony, describes the range, round-up, and rodeo in the vernacular of the cowboy.

Kipling, Rudyard, Just So Stories. Garden City. Grades 4-6. Kiplings famous animal stories are in this book, such as "How the Camel Got His Hump", etc. See other Kipling books.

Kjelgaard, Jim, Big Red. Holiday, 1945. Grades 6 - up. An Irish setter and his trainer Danny roamed the wilderness fishing, trapping, hunting, and meeting nature on her own terms.

Knight, Eric, Lassie Come Home. Winston, 1940. Grades 5 - up. Lassie, a collie, was sold to a duke who took her to Scotland. She escaped and made a 400 mile trek home to Yorkshire.

Lawson, Robert, Ben and Me. Little, 1939. Grades 6 - up. Amos, a poor church mouse, established himself in Benjamin Franklin's fur cap. He made himself indispensable to Ben with his advice and information.

Lawson, Robert, Rabbit Hill. Viking, 1944. Newbery Medal, 1945. Grades 4-6. The animals on Rabbit Hill become very excited when they learn that "New Folks" are coming to live in the Big House. There will be food for all of them. See other Lawson books.

Lofting, Hugh, Story of Doctor Dolittle. Lippincott, 1920. Grades 4-7. This amusing story of a kind doctor, who is fond of animals and understands their language, will delight the reader. See also The Voyages of Dr. Dolittle.

London, Jack, Call of the Wild. MacMillan, 1912. Grades 6 - up. A St. Bernard dog finally obeys the "call of the wild" and becomes the leader of a pack of wolves.

Milne, A.A., Winnie-the-Pooh. Dutton, 1954. Grades 3+ - 5+. Story about Christopher Robin and his teddy bear makes delightful nonsense. The story is followed by House at Pooh Corner. Good reading aloud for the slower readers. See also World of Pooh which is Winnie the Pooh and House at Pooh Corner in one volume.

Mukerji, Dhan, Gay-Neck: The Story of a Pigeon. Dutton, 1927. Newbery Medal, 1928. Grades 6 - up. A carrier pigeon begins life in India and journeys to France during the war to serve as a messenger.

O'Hara, Mary, My Friend Flicka. Lippincott, 1944. Grades 6 - up. An eleven-year-old boy chooses a yearling against all advice. The story is centered on winning and proving the rightness of his choice.

Payne, Emmy, Katy No-Pocket. Houghton, 1944. Grade 3. How a kangaroo, who has no pocket, finds a way to carry her son.

Rawlings, Marjorie, The Yearling. Scribner, 1946. Grades 6 - up. A lonely boy, Jody, lives in the wastelands of Florida. He has a pet fawn who helps him grow up. For the mature reader.

Salten, Felix, Bambi. Noble, illus. by Wiese. Grades 5 - up. Bambi is a deer of the Danube forest. His full life from fawn to stag also reveals many sights and sounds of the forest.

Shelden, George, The Cricket in Times Square. Farrar, Straus, 1960. Grades 4-5. Chester, a country cricket who is musically talented, comes to N. Y. C. in a picnic basket. A boy keeps him for a pet and his new friends are Tucker Mouse and Harry Cat.

Sewell, Anna, Black Beauty. World Pub. Co. (Rainbow Classics) Grade 4-6. Adventures of a fine horse who goes from one master in another in 19th Century England.

Sharp, Margery, The Rescuers. Little, 1959. Grades 4-6. The trio of mice rescue a Norwegian poet from a prison dungeon. An ingenious absurd fantasy.

Stong, Phil, Honk, the Moose. Dodd, 1935. Grades 4-5. The adventures of two small Minnesota boys and their discovery of Honk in the stable.

Titus, Eve, Anatole. McGraw, 1956. Grade 3. Tells of a French mouse and his job in a cheese factory. Uses some French phrases.

White, Elwyn, Charlotte's Web. Harper, 1952. Grades 4-6. Charlotte, a spider, and Wilbur, a pig, become good friends. When Wilbur hears about the fall butchering, he has hysterics until Charlotte promises to save him. See Stuart Little.

Will, and Nicolas, Finders Keepers. Harcourt, 1951. Grades K-3. Two dogs find a bone while digging and must decide which one has the right to keep it.

Yashima, Taro, The Golden Footprints. World Pub., 1950. Grades 4-5. A pair of parent foxes try desperately to rescue their captive young during a nightly visit.

Ylla, Animal Babies. Harper, 1959. Grades K-3. A book of pictures showing domestic and wild animals with their young.

ADVENTURE

Angelo, Valenti, Nino. Viking, 1938. Grades 5 - up. Tuscany, Italy about 1900. A true-to-life adventure of a small village boy.

Armer, Laura, Waterless Mountain. Longmans, 1931. Grades 6 - up. Newbery Medel, 1932. A Navoha Indian boy learns the medicine men's songs and creates new ones for himself. The customs and tribal beliefs are well presented.

Bell, Margaret, Watch for a Tall White Sail. Morrow, 1948. Grades 6 - up. Sixteen-year-old Florence's courageous adjustment to the hard life in the wilderness of Alaska.

Beim, Larraine, Two is a Team. Harcourt, 1945. Grades 2+ -3. A little Negro boy and a little white boy differ concerning the best way to build a coaster. They decide that cooperation is best.

Bishop, Claire, Twenty and Ten. Viking, 1952. Grades 6 - up. During the occupation, twenty French children took refuge to the mountains led by a teacher. Other refugee children came to the school.

Breck, Vivian, High Trail. Doubleday, 1948. Grades 6 - up. Chloe Cassidy is rescued by two mountain climbers as she goes over Mt. Whitney to find aid for her injured father.

Bunyan, John, Pilgrim's Progress. Lippincott, 1939. Grades 6 - up. The adventures of Christian, the pilgrim, on the King's highway.

Church, Richard, Five Boys in a Cave. Day, 1951. Grades 5 - up. Jim and four friends explore deep caverns and experience fear and danger.

Clark, Ann N., Secret of the Andes. Viking, 1952. Grades 6 - up. Newbery Medal, 1953. High in a mountain valley, Cusi lives with an old Indian herder and learns the traditions and lore of his people, the Incas. In the face of extreme danger, Cusi saves the precious Llama herd. See other Clark books.

Clemens, Samuel, Adventures of Tom Sawyer. World Pub. (Rainbow Classics) Grades 6 - up. A fictitious biography of boyhood in Missouri. Mark Twain created Tom out of three boys he knew. See also Adventures of Huckleberry Finn and Prince and the Pauper.

Dalgleish, Alice, Courage of Sarah Noble. Scribner, 1954. Grades 3-5. Eight-year-old Sarah accompanies her father to the Connecticut wilderness of the 1700's and stays with an Indian family during her father's absence.

Daugherty, James, Andy and the Lion. Viking, 1938. Grades 2+ - 3. The old story of Androcles and the lion is told in a modern version. Andy pulls the thorn from the lion's paw and makes a friend for life. Sound film strip is available.

DeFoe, Daniel, Robinson Crusoe. Houghton, (Riverside Ed.) Grades 5 - up. An adventure and fascinating tale of a shipwrecked mariner who lived alone on a desert island off the east coast of South America. It covers 28 years.

DeJang, Meindert, Wheel on the School. Harper, 1954. Grades 4 - up. In a sea town in Holland, Tina, five boys, and their teacher search frantically for wheels to put on the roof so the stork will build her nest.

DuBois, William, Twenty-one Balloons. Viking, 1947. Newbery Medal, 1948. Grades 6 - up. Professor Sherman, who wanted to retire for a year's vacation in a balloon, landed on a volcanic island of the Pacific. He observed the islanders ways and viewed a volcanic eruption. Based on many scientific facts. A must for the mature reader.

DuSoe, Robert, Three Without Fear. Longmans, 1947. Grades 6 - up. Dave Rogers who is shipwrecked is discovered by two Indian children. He joins them on their dangerous journey to Santo Tomas.

George, Jean, My Side of the Mountain. Dutton, 1959. Grades 4-6. Sam Gribley tells of his year living in the Catskill Mountains in a tree house learning about nature. Lewis Carroll Award, 1965.

Hawes, Charles, The Dark Frigate. Little, 1934. Newbery Medal, 1924. Grades 6 - up. A seventeenth century pirate story.

Holling, Holling C., Paddle to the Sea. Houghton, 1941. Grades 4-6. A toy canoe carved by an Indian boy travels for four years through the Great Lakes and the St. Lawrence to the Atlantic. See also Minn of the Mississippi.

Kipling, Rudyard, Captains Courageous. Doubleday, 1897. Grades 6 - up. A spoiled son of an American millionaire is washed overboard off the Newfoundland banks and is picked up by a fishing schooner. He is forced to share the life and labor of the crew.

L'Engle, Madeleine, The Moon by Night. Ariel Books, 1963. Grades 6 - up. Vicky Austin goes camping with her family on a trip to California. They have many adventures in the national parks on the way from Connecticut to California.

McCloskey, Robert, Blueberries for Sal. Viking, 1948. Grades 2-3. The adventures of a little girl and a baby bear while hunting for blueberries.

MacDonald, Golden, The Little Island. Doubleday, 1946. Grade 3. A kitten learns the secret of being an island from a fish. Pictures show changes of seasons.

Melville, Herman, Moby Dick. Dodd, 1922. Grades 6 - up. The whaler 'Pequod' and her crew scour the Seven Seas in mad pursuit of the white whale, Moby Dick.

Nordhoff, Charles, Mutiny on the Bounty. Little, 1932. Grades 6 - up. An exciting novel of the sea, based on the strange history of H.M.S. Bounty which set sail from England in 1787 bound for Tahiti.

O'Dell, Scott, Island of the Blue Dolphins. Houghton, 1960. Grades 6 - up. This is the courageous story of an Indian girl who spent eighteen years alone on an island during the 1800's. Newbery Medal book.

Potlard, Madeleine, Bearn the Proud. Holt, 1962. Grades 6 - up. Bearn is the son of a Viking sea king. He captures a girl during a raid on an Irish village. She aids him in trouble through good sense and christian kindness.

Rankih, Louise, Daughter of the Mountains. Viking, 1948. Grades 6 - up. A Tibetan girl makes a long journey from her wild mountain home to the coast of India in search of her stolen dog.

Rutgers, Anna, Avalanche. Morrow, 1958. Grades 6 - up. Best book-of-the-year award in Holland. The adventures of a Swiss boy who, when trying to rescue a group of war orphans, gets caught in an avalanche.

Sauer, Julia, Mike's House. Viking, 1954. Grade 3. A story about four-year-old Robert to whom the public library is 'Mike's House'. He becomes lost in a snowstorm and tries to find his way to the library with the aid of a policeman and waitress.

Sawyer, Ruth, Roller Skates. Viking, 1936. Grades 5 - up. Newbery Medal, 1937. For one year, Lucinda was able to tour New York City on roller skates. Her adventures give a good background for N.Y.C. during the 1890's.

Seredy, Kate, Tree for Peter. Viking, 1941. Grades 4 - up. The little lame boy of shanty town is seen by a boy in a Pullman car who never forgets the urge to do something for unfortunate people.

Sperry, Armstrong, Call It Courage. Macmillan, 1940. Newbery Medal, 1941. Mafatu, a young Polynesian, was afraid of the sea. His people through their indifference drove him to travel alone. Through this he overcame his fears to become Mafatu, Stout Heart.

Stevenson, Robert Louis, Treasure Island. Scribner. Grades 6 - up. Pirates, mutiny, and a search for buried treasure make this a must for adventure stories.

Swift, Jonathan, Gulliver's Travels. World Pub. (Rainbow Classics) Grades 6 - up. Gulliver takes some very extraordinary voyages into strange nations and encounters some amazing creatures.

Treffinger, Carolyn, Li Lun, Lad of Courage. Abingdon, 1947. Grades 6 - up. A Chinese boy refuses to go on his first fishing voyage. His father punishes him by making him plant rice on a distant mountain top.

Ullman, James, Banner in the Sky. Lippincott, 1954. Grades 6 - up. Rudi Matt and Captain Winter believed the Citadel could be climbed. Rudi joins Captain Winter's party in making the assault.

Wilson, Lean, This Boy Cody. Watts, 1950. Grades 4-6. The adventures of ten-year-old Cody, a Tennessee mountain boy, and his friends. See also This Boy, Cody and his Friends.

Wyss, Johann David, Swiss Family Robinson. World Pub. (Rainbow Classics) Grades 5 - up. A fantistic family being shipwrecked on a desert island. They live in a tree house.

BIOGRAPHY

Aulaire, Ingri D', Abraham Lincoln. Doubleday, 1957. Grades 3-4. All the essential facts of Lincoln's life are included in this biography for younger children. Caldecott Award, 1940. See also Benjamin Franklin, etc.

Commager, Henry, America's Robert E. Lee. Houghton, 1951. Grades 6 - up. The story of the great Confederate general, his childhood, his West Point career, and his military genius.

Dalgleish, Alice, The Columbus Story. Scribner, 1955. Grades 4-5. A meaningful account of the life of Columbus with events most interesting to children. Planned for reading aloud.

Daugherty, James, Daniel Boone. Viking, 1939. Newbery Medal, 1940. Grades 6 - up. The adventures of Daniel Boone with pioneer flavor and authenticity.

Eaton, Jeannette, The Lively Man, Ben Franklin, Morrow, 1948. Grades 6 - up. Ben Franklin's career as printer, author, postmaster, ambassador of the colonies to France and representative to England is traced.

Forbes, Esther, America's Paul Revere. Houghton, 1946. Grades 6 - up. Paul Revere's strong personality is integrated into the social, economic and political situations surrounding him in colonial and revolutionary Boston.

Graham, Shirley, Dr. George Washington Carver. Messner, 1944. Grades 6 - up. How a sickly son of a slave girl became a distinguished scientist.

Holbrook, Stewart, America's Ethan Allen. Houghton, 1949. Grades 6 - up. Allen was a natural leader and fighter. His duds are told in this dramatic book.

Hunt, Mabel, Better Known as Johnny Appleseed. Lippincott, 1950. Grades 6 - up. Life of John Chapman, pioneer, missionary, and apple-lover. Includes many of the legends which surround his name.

Judson, Clara Ingram, Andrew Jackson, Frontier Statesman. Follette, 1954. Grades 6 - up. Andrew Jackson's boyhood, his life as a lawyer, planter, soldier and statesman are included in this biography. See other Judson biographies.

Kennedy, John F. Profiles in Courage. Harper, 1964. Grades 6 - up. Young readers edition of the collection of biographies of men John F. Kennedy thought to be great.

Latham, Jean, Carry On, Mr. Bowditch. Houghton, 1955. Newbery Medal, 1956. Grades 6 - up. Nathaniel Bowditch educated himself about the sea and ships. He proves to be an able navigator when he later goes to sea.

Lenski, Lois, Indian Captive: The Story of Mary Jemison. Lippincott, 1941. Grades 6 - up. Tells the experiences of Mary Jemison, a white child, who was captured by the Indians in 1758, and taken from her Pennsylvania home to a Seneca village in New York state.

McNeer, May, Armed with Courage. Abingdon, 1957. Grades 6 - up. Biographies of seven men and women who had physical and spiritual courage; Florence Nightingale, Father Damien, George Washington Carver, Jane Addams, Wilfred Grenfell, Mahatma Gandhi, and Albert Schweitzer.

Meigs, Cornelia, Invincible Louisa. Little, 1933. Newbery Medal, 1934. Grades 6 - up. A biography picturing Louisa M. Alcott in the midst of her family and friends.

Nolan, Jeannette, The Story of Clara Barton of the Red Cross. Messner, 1941. Grades 6 - up. Clara Barton's forceful and courageous character and achievements are portrayed against a background of Civil War days.

Sandburg, Carl, Abe Lincoln Grows Up. Harcourt, 1928. Grades 6 - up. Early life of Abe Lincoln before he becomes president.

Shirer, William, The Rise and Fall of Adolf Hitler. Random House, 1961. Grades 6 - up. Hitler's early life, his rise to power, and his establishment of Germany's New Order, the collapse of Germany, and his death are traced in this book.

Swift, Hildegarde, Railroad to Freedom. Harcourt, 1932. Grades 6 - up. Harriet Tubman is a Negro and manages to escape to freedom and helps over 300 of her own people to freedom through the underground railway.

Yates, Elizabeth, Amos Fortune, Free Man. Aladdin, 1950. Newbery Medal, 1951. Amos Fortune was born free in Africa, but sold into slavery in America in 1725. He was finally able to purchase freedom for himself and several others.

FAMILY

Alcott, Louisa, Little Women. Crowell. Grades 6 - up. The struggles, fun, and romance of five sisters of long ago. See also other Alcott books.

Arora, Shirley, What Then, Raman? Follette, 1960. Grades 6 - up. A boy of modern India is the first in his family to learn to read. He teaches his sister to read, and assumes the responsibilities that go with it.

Burton, Virginia, Little House. Houghton, 1942. Grades 3-4. The happy little house on the hill becomes sad when the city grew up around her. Finally, the great-great grandchildren of the people who built the house moved her to the country again.

Carlson, Natalie, Family under the Bridge. Harper, 1958. Grades 4-5. The children who lived under the bridge in Paris met Armand. In no time his life changed from a solitary one to one with a ready family.

Clark, Ann Nolan, In My Mother's House. Viking, 1951. Grades 3-4. This story of the day-to-day life of a Pueblo Indian child in the Southwest has significance for all children.

Daringer, Helen, Adopted Jane. Harcourt, 1947. Grades 4-5. The little orphan, Jane, chooses the family with whom she wants a permanent home. Her adventures of adapting to the new way of living.

Dodge, Mary, Hans Brinker or the Silver Skates. Scribner Illus. Classic. Grades 5-8. The strange fascination of Holland with its windmills and dykes is pictured in this story of Hans and Gretel and the winning of the silver skates.

Enright, Elizabeth, The Saturdays. Rinehart, 1941. Grades 4-5. The four Melendy children take successive turns is spending all of their allowances. Each having one Saturday to spend it leads to four unusual, delightful adventures.

Enright, Elizabeth, Thimble Summer. Farrar, 1938. Newbery Medal, 1939. Grades 5 - up. Life on a Wisconsin farm of today. Garnet finds a silver thimble in a dried-up creek bed which leads to magic and a rollicking summer.

Estes, Eleanor, Hundred Dresses. Harcourt, 1944. Grades 4-6. Wanda, a poor girl, always wore a clean, faded blue dress and when teased by her friends would say, "I got a hundred dresses." See also the other Estes books.

Faulkner, Georgene, Melindy's Medal. Messner, 1945. Grades 4-5. Federal Housing Project for Negroes in Boston is the setting for Melindy's wonderful year. She won a medal even though she was a girl.

Fish, Helen, When the Root Children Wake Up. Lippincott, 1941. Grades 2+ - 3. This American editian of a German picture book tells how the "root" children wake up in their underground home and appear as flowers in the spring. Can be used as motivation for creative activity with root words.

Gates, Doris, Blue Willow. Viking, 1940. Grades 5 - up. Janey has a most cherished possession, a blue willow plate. A story of a poor migrant family in California. The blue willow is finally placed on the mantle of their first "real home".

Gates, Doris, Sensible Kate. Viking, 1943. Grades 4-5. Kate, an orphan, is adopted by two people who needed someone who was sensible. This leads to a life of pleasant surprises. For the mature reader because of the adult view point.

Haywood, Carolyn, "B" is for Betsy. Harcourt, 1939. Grades 3-4. A story of a little American girl and her experiences during her first year of school and her summer vacation on a farm. See, also, Primrose Day and Penny and Peter.

Krumgold, Joseph, And Now Miguel. Crowell, 1953. Newbery Medal, 1954. Grades 6 - up. Miguel, whose family has lived on a sheep-raising farm in New Mexico for generations, has a secret wish to go with the men of his family to the Sangre de Cristo Mountains.

Lattimore, Eleanor, Little Pear. Harcourt, 1931. Grades 4-5. He is a mischievous five-year-old Chinese boy. He had a compelling adventure and decided never again to run away from home.

L'Engle, Madeleine, Meet the Austins. Vanguard, 1960. Grades 6 - up. A present-day story of the family of a country doctor as told by the twelve-year-old daughter during a year when a spoiled young orphan comes to live with them.

Lenski, Lois, Strawberry Girl. Lippincott, 1945. Newbery Medal, 1945. Grades 4-6. Life in the Florida flatwoods is described in this story of a girl whose industrious family makes its living raising strawberries.

Lewis, Elizabeth, Young Fu of the Upper Yangtze. Winston, 1932. Newbery Medal, 1933. Grades 6 - up. Young Fu, a country boy in China, goes to live in Chungking with his widowed mother. He becomes a coppersmith apprentice.

Milhous, Katherine, The Egg Tree. Scribner, 1950. Grades 2+ - 3. A book about a group of children taking part in a Pennsylvania Dutch Easter egg hunt.

Reyher, Rebecca, My Mother is the Most Beautiful Woman in the World. Lathrop, 1945. Grades 3-4. A Russian folk tale which describes a little lost girl. This charming tale illustrates the fact that beauty to a child is synonymous with "much-loved."

Seredy, Kate, Good Master. Viking, 1935. Grades 6 - up. A "lively" young girl from Budapest goes to live on her uncle's farm. Good background for people and customs of the Hungarian plains.

Sorenson, Virginia, Miracles on Maple Hill. Harcourt, 1956. Grades 6 - up. Newbery Medal, 1957. Ten-year-old Marly, who believes in miracles, and her family move to Maple Hill in hopes that the outdoor life would help her father. This book tells of the miracles that happen throughout the year, and how the family draws together again in understanding and happiness.

Spyri, Johanna, Heidi. World Pub. (Rainbow Classics) Grades 4-6. The joyous nature of a Swiss mountain girl wins the affection of her old grandfather and all who knew her.

Taylor, Sydney, All-of-a-Kind Family. Follett, 1951. Grades 4-5. Genuine, delightful family adventure of five little Jewish girls who grow up in New York's lower East side before the war.

Unnerstad, Edith, The Spettecake Holiday. Macmillan, 1958. Grades 4-5. A story about a farm summer in southern Sweden.

Wiggin, Kate, Rebecca of Sunnybrook Farm. Houghton, 1925. Grades 6 - up. High spirited Rebecca comes to live with her old-maid aunts. The effect of her sunny personality changes the gloomy house.

Wilder, L. I., Little House in the Big Woods. Harper, 1953. Grades 4-6. The author writes of her life in pioneer Wisconsin at the edge of the "Big Woods." See also the other Wilder books.

Worth, Kathryn, They Loved to Laugh. Doubleday, 1942. Grades 4 - up. The story of a Southern Quaker family during the 1830's, of five fun-loving boys and an orphan girl who came to live with them.

HISTORY

Baumann, Hans, The World of the Pharaohs. Pantheon Books, 1960. Grades 6 - up. A thirteen-year-old son of an archaeologist makes friends with an old Egyptian who answers his questions about Egypt's history in a fascinating way.

Daugherty, James, Of Courage Undaunted: Across the Continent with Lewis and Clark. Viking, 1951. Grades 6 - up. The Lewis and Clark expedition of 1804 with vision, courage, and spirit of adventure.

Fitch, Florence, One God; the Ways We Worship Him. Lathrop, 1944. Grades 6-9. This description of the ways of worship of Jews, Catholics, and Protestants is both objective and reverent and should go far toward promoting better understanding.

Heyerdahl, Thor. Kon-Tiki; Across the Pacific by Raft. Rand-McNally, 1950. Grades 6 - up. A voyage from Peru to the Polynesian Islands on a balsa wood raft. This is the best edition in England.

McCloskey, Robert, Time of Wonder. Viking, 1957. Grades 4-5. A narrative interest in the natural and human world of a Maine island. No plot.

VanLoon, Hendrik Willem, The Story of Mankind. Liveright, 1951. Newbery Medal, 1922. Grades 6 - up. The story of universal history from prehistoric times to the present.

HISTORICAL FICTION

Adams, Samuel, The Pony Express. Random House, 1950. Grades 6 - up. The story of the Pony Express from its formation through its thrilling nineteen months of operation.

Benary-Isbert, Margot, The Ark. Harcourt, 1953. Grades 6 - up. The Lechow family after nine months of moving from refugee camps settle in Western Germany. There is a warmth and tenderness within this family as they make their new home in an old street car.

Bennett, John, Master Skylark. Grosset, 1924. Grades 6 - up. An Elizabethan tale about a boy hero who has a marvelous voice and is carried off by a company of touring players to London.

Brink, Carol, Caddie Woodlawn. Macmillan, 1935. Newbery Medal, 1936. Grades 4-5. Life on the Wisconsin frontier in the 1860's becomes very real and vivid in this story of tomboy Caddie and her two brothers. Good reading aloud for 3rd grade.

Burchard, Peter, Jed. Coward-McCann, 1960. Grades 6 - up. Jed, a Yankee soldier of 16, rescues a small boy. He finds friendship and comfort from the supposed enemy. Unique realistic war story.

Caudill, Rebecca, Free of Freedom. Viking, 1949. Grades 6 - up. Thirteen-year-old Stephanie and her brother Noel begin a new life on rich new land in Kentucky. They try to bring beauty to their home despite fears of Indians.

Cooper, James F., The Last of the Mohicans. Dodd. Grades 6 - up. Story of the French and Indian War which depicts the life of frontiersmen and savages in New York.

DeAngeli, Marguerite, The Door in the Wall. Doubleday, 1949. Newbery Medal, 1950. Grades 4-6. A dramatic story of Robin, a crippled son of a great lord, who overcomes his disabilities and eventually wins his knighthood by a courageous act. Setting - 13th Century England. See other DeAngeli books.

DeJong, Meindert, The House of Sixty Fathers. Harper, 1956, Grades 6 - up. A realistic story of China during the time of the Japanese invasion.

Edmonds, Walter, Matchlock Gun. Dodd, 1941. Newbery Medal, 1942. Grades 4-6. Ten-year-old Edward uses an old Spanish gun to protect his family from Indians. This story of life near Albany in the 18th Century tells a tragic incident in the life of a colonial family.

Ellsberg, Edward, I Have Just Begun to Fight. Dodd, 1942. Grades 6 - up. A fictionized story of John Paul Jones, the sea rover and naval hero.

Forbes, Esther, Johnny Tremain. Houghton, 1943. Newbery Medal, 1944. Grades 6 - up. He is a young Boston apprentice during the Revolutionary War. His episodes in growing up at war time.

Fritz, Jean, Brady. Coward-McCann, 1960. Grades 6 - up. Pennsylvania's Washington County during 1836. They are betterly divided on the slavery issue. Concerns the Underground Railroad.

Gray, Elizabeth, Adam of the Road. Viking, 1942. Newbery Medal, 1943. Grades 6 - up. A minstrel and his son, Adam, wandered through southeastern England in the thirteenth century.

Hoff, Carol, Johnny Texas. Follett, 1950. Grades 4-5. The young son, Johnny, becomes Americanized. The German family builds a life in the new land by homesteading during 1834.

Holbrook, Stewart, Wyatt Earp: U.S. Marshal. Randam House, 1956. Grades 4-5. A factual account of the experiences of Wyatt Earp. Included is a list of historical places in Tombstone which may be seen today.

Holling, Holling C., Tree in the Trail. Houghton, 1942. Grades 4-5. A Struggling cottonwood sapling was helped by an Indian who built a barricade to protect it from buffaloes. After it died it was carved into a yoke for oxen who were used to lead the trail to Sante Fe.

Johnson, Gerald, America Grows Up. Morrow, 1960. Grades 6 - up. Covers the period between the Continental Congress in 1789 and 1917 when Wilson asked Congress to declare war on Germany. See also other Johnson books - one of the trilogy.

Keith, Harold, Rifles for Watie. Crowell, 1957. Newbery Medal, 1958. Grades 6 - up. Jeff Bussey expected the Civil War to be grand adventure, but hardships and dangers give the boy a new sympathy for all victims of war.

Kelly, Eric, The Trumpeter of Krakow. Macmillan, 1928. Newbery Medal, 1929. Grades 6 - up. An adventure and mystery fills this story of greed when a boy sacrifices the gold inheritance to save the city.

Lampman, Evelyn, Tree Wagon. Doubleday, 1953. Grades 6 - up. A girl and boy share exciting covered wagon experiences as their families journey to Oregon territory and set up the first tree nursery.

McGraw, Eloise, The Golden Goblet. Coward-McCann, 1961. Grades 6 - up. Tells of the pursuit of graverobbers who have stolen the goblet from the Pharaoh's tomb. Details are given of the goldsmith's craft in making beautiful objects for Egypt's tombs.

McSwigan, Marie, Snow Treasure. Dutton, 1942. Grades 4-5. Setting: early Nazi occupation of Norway. The children manage to get gold blocks out of Norway by fastening them under their sleds.

Meadowcraft, Enid, By Secret Railway. Crowell, 1948. Grades 6 - up. Jim loses his certificate of freedom in Chicago in 1860, and is stolen into a slave state. His loyal white friend Dave finds him and shares the dangers of the homeward trip on the Underground.

Meadowcraft, Enid, The Gift of the River. Crowell, 1937. Grades 6 - up. A history of ancient Egypt for young readers.

Meigs, Cornelia, The Willow Whistle. Macmillan, 1931. Grades 4-5. A girl of the American frontier becomes friends with some Indians. This was good when the new school house was fired on by unfriendly Indians.

Menotti, Gian Carlo, Amahl and the Night Visitors. McGraw, 1952. Grades 4 - up. A crippled shepherd boy entertains the Wise Men on the way to Bethlehem. He sends a gift to the Christ Child and receives a gift in return.

Morrow, Honoré, On to Oregon. Morrow, 1946. Grades 6 - up. John Sager moves to Oregon in 1844 in a covered wagon. He was orphaned, but continued on his way with his younger brothers and sisters.

Pyle, Howard, Men of Iron. Harper, 1891. Grades 6 - up. In the days of Henry IV, Miles is training for knighthood and vanquishes his enemy as well as his father's. See other Pyle books.

Speare, Elizabeth, The Bronze Bow. Houghton, 1961. Newbery Medal, 1962. A young Jewish rebel sets out to avenge his parents death by murdering as many Roman soldiers as he can. He is then won over to the Christian faith.

Steele, William, The Perilous Road. Harcourt, 1958. Grades 6 - up. Chris, who lived in the Tennessee mountains, could not understand why his brother joined the Union army. His anger for the Union army grows, but he finally realizes that even a Union soldier may be a decent man.

Steele, William O., The Year of the Bloody Sevens. Harcourt, 1963. Grades 5-7. Kelsey Bond is an eleven-year-old boy during the Indian massacres of 1777. He journeys through the wilderness alone to meet his father at Logan's Fort, Kentucky.

Syme, Ronald, Balboa: Finder of the Pacific. Morrow, 1956. Grades 4-5. Tells of Balboa's explorations in Hati, South America and how it led him to the Pacific Ocean.

Wheeler, Opal, Stephen Foster and His Little Dog Tray. Dutton, 1941. Grades 4-5. Gives full details of his life which has influenced the writing of his more famous songs.

Wibberley, Leonard, Sea Captain from Salem. Farrar, Straus, 1961. Grades 6 - up. During the Revolution Captain Manly was sent by Ben Franklin to the French for aid to the colonies. Exciting battles at sea.

HUMOR

Bishop, Claire, Five Chinese Brothers. McCann, 1938. Grades 2-3 Five Chinese brothers who look exactly alike find their similarity very helpful in outwitting the executioner. An Old Chinese tale.

Bishop, Claire, Pancakes Paris. Viking, 1947. Grades 4-5. A post-war French family is headed by Charles, the ten-year-old. He receives a box of pan-cake mix which leads him to the American Embassy for someone to translate the directions.

Brooke, L. Leslie, Johnny Crow's Garden. Warne, 1903. Grades 2+ - 4. The animal friends who came to Johnny Crow's garden are interesting personalities introduced in nonsense rhyme.

Breenhoff, Jean de, Story of Babar. Random House, 1933. Grades 3-4. Babar, a little elephant, ran away from the jungle to live with a lady in Paris. His cousins visit him and when he returns with them, he is chosen king of the jungle. Most editions are presented in cursive writing.

Bond, Michael, A Bear Called Paddington. Houghton, 1960. Grades 4-5. An English speaking bear from Perie is adopted by human parents in London. Excitement and humor runs high.

Burton, Virginia, Mike Mulligan and His Steam Shovel. Houghton, 1939. Grade 3. Mike Mulligan remains faithful to his steam shovel against the new gas and Diesel-engine machines.

Clark, Margery, The Poppy Seed Cakes. Doubleday, 1924. Grades 2-4. About an aunt and two four-year-old children who came from Russia with a bag full of presents.

Cleary, Beverly, Henry and the Clubhouse. Morrow, 1962. Grades 3-5. Henry is all boy in his envalued life which included his paper route, clubhouse, and Beezus. Ribsy, the dog, is here too. See other Cleary books.

Fenner, Phyllis, Time to Laugh: Funny Tales from Here and There. Knopf, 1942. Grades 4-5. Forty famous stories from all over the world from America to Yugoslavia.

Gannett, Ruth Stiles, My Father's Dragon. Random House, 1948. Grades 3-4. Tells how a little boy rescues a dragon from the island inhabitants.

Garrett, Helen, Angelo, the Naughty One. Viking, 1944. Grade 3. A story of a little boy who needs to get dressed for his sister's wedding but doesn't want to take a bath. The soldiers put him in a tub and scrub him with a brush. Good background of Mexico.

Geisel, T. Seuss, And to Think That I Saw It on Mulberry Street. Vanguard, 1937. Grades 2+ - 3. In a small boy's mind, a plain horse and cart on Mulberry Street grow into a circus bandwagon drawn by an elephant and two griffes. Dr. Seuss' other books are favorites too.

Gramatky, Hardie, Hercules. Putnam, 1940. Grade 3. The story of an old-fashioned fire engine who becomes a hero and saves City Hall.

Hale, Lucretia, Peterkin Papers. Houghton, 1924. Grades 5 - up. The irresponsible Peterkin family get into strange difficulties while trying to achieve wisdom. The humor runs high.

Kahl, Virginia, The Dutchess Bakes a Cake. Scribner, 1955. Grade 3. A story of a Dutchess who baked a cake but found it was so light she rose with it and couldn'g get down.

Kahl, Virginia, Plum Pudding for Christmas. Scribner, 1956. Grade 3. The Dutchess and her 13 daughters must make plum pudding for the King but there are no plums.

Krumgold, Joseph, Onion John. Crowell, 1959. Newbery Medal, 1960. Grades 6 - up. This humorous and compassionate story of a poor boy and a peddler.

Lindgren, Astrid, Pippi Longstocking. Viking, 1950. Grades 4-5. Pippi, a tomboy, lives with her horse and monkey next door to two nice children. Her strength is extraordinary and she can perform many noble and ignoble feats.

McCloskey, Robert, Homer Price. Viking, 1943. Grades 4-5. In a small midwestern town of Centerburg, Homer Price struggles with a ferocious doughnut machine. A hilarious portrayal of a small midwestern town.

McCloskey, Robert, Lentil. Viking, 1940. Grades 3-4. A story of a Midwest boy who can't carry a tune but learned to play a harmonica which was a saving grace in a time of a civic crisis.

McCloskey, Robert, Centerburg Tales. Viking, 1951. Grades 6 - up. A sequel to Homer Price. Preposterous things happen in Centerburg. Film available.

Moore, Clement C., Night before Christmas. Houghton. Grades 3+. One of the most famous and best loved poems. Do not fail to see the Grandma Moses illustrated edition.

Piper, Watty, Little Engine that Could. Platt, 1954. Grades 2+. Little Blue Engine, with determined effort, helped to pull the cargo over the mountain.

Robertson, Keith, Henry Reed, Inc. Viking, 1958. Grades 6 - up. A funny story of the summer events involving an inventive boy and a neighbor girl.

Sandburg, Carl, Rootabaga Stories. Harcourt. Grades 6 - up. Collection of nonsense, fanciful stories. A satire on our social order.

Seuss, Dr., And to Think That I Saw It on Mulberry Street. Vanguard, 1937. Grade 3. In a small boy's imagination a plain horse and cart gradually grow into a circus bandwagon drawn by an elephant and two giraffes.

Seuss, Dr., Horton Hatches the Egg. Random House, 1940. Grade 3. Horton, the elephant, guards a bird's egg through many trials that his final triumph is most gratifying.

Steele, William, Davy Crockett's Earthquake. Harcourt, 1956. Grades 4-5. Davy finds his bears but struggles with a comet and an earthquake.

Stolz, Mary, Belling the Tiger. Harper, 1961. Grades 3-5. Two mice are chosen to bell the house cat. In fleeing from the cat they find themselves aboard a ship; disembarking in a strange land, they have an adventure with a lion who turns out to be friendly.

Travers, Pamela, Mary Poppins. Harcourt, 1934. Grades 4-7. Mary Poppins, nursemaid for the Bank's family, blew in with the East Wind. Jane and Michael never knew a dull moment while she was around. See also other Mary Poppins books.

Ungerer, Tomi, Crictor. Harper, 1958. Grade 3. A story of a domestic snake and how he captures a burglar.

LEGENDS

Bowman, James, Pecos Bill. Whitman, 1937. Grades 5+ up. Mightiest of all cowboys, Pecos Bill is the legendary hero whose tales of achievement were related during prairie camp fires in the frontier days. For the more mature reader.

Buff, Mary, Apple and the Arrow. Houghton, 1951. Grades 4-5. The story of William Tell and the Swiss struggle for freedom against the Austrian tryant, Gessler, is told by an eleven-year-old boy, Walter.

Pyle, Howard, Merry Adventures of Robin Hood of Great Renown in Nottinghamshire. Scribner, 1946. Grades 5 - up. Robin Hood and his men had many high adventures with the king's foresters while robbing the rich to help the poor.

Rounds, Glen, Ol' Paul, the Mighty Logger. Holiday, 1949. Grades 4-5. Subtitle is, "Being a true account of the seemingly incredible exploits and inventions of the Great Paul Bunyan". See also other Rounds books.

MYSTERY

Berna, Paul, The Horse without a Head. Pantheon Books, 1958. Grades 6 - up. A gang of children in Paris find adventure and mystery through their headless, iron-wheeled, wooden horse.

Burnett, Frances, Secret Garden. Lippincott, 1949. Grades 5 - up. The story of a little shut-in of the English moors. His little cousins teaches him the value of fresh air, interest, sunshine and work. She also finds the answer to, "Was my aunt really murdered?"

Doyle, Sir Arthur, Adventures of Sherlock Holmes. Harper, 1892. Grades 6 - up. Several of the famous mysteries are successfully solved by the great detective and his partner, Watson.

DuBois, William, The Three Policemen. Viking, 1960. Grades 4-5. A detective story about how three policemen and/or clever young Bottsford solve the mystery of the stolen fishing nets.

Gates, Doris, The Cat and Mrs. Cary. Viking, 1962. Grades 5 - up. Mrs. Cary is a widow and not at all expecting the high adventures with Brad, her twelve-year-old nephew and the cat who can talk. They solve the parakeet smuggling mystery.

Jewett, Eleanore, Hidden Treasure of Glaston. Viking, 1946. Grades 6 - up. Two boys try to find great treasures related to the life and death of King Arthur in an ancient abbey in medieval England.

Jones, Ruth, Boy of the Pyramids. Random House, 1952. Grades 4-6. Kaffe, a 10 year old wealthy Egyptian boy, buys a slave girl who becomes his playmate. They capture a robber who is stealing jewels from a tomb.

Judson, Clara, Green Ginger Jar. Houghton, 1949. Grades 6 - up. Chinese-American life in Chicago. Twelve-year-old Ai-mei and her elder brother try to change some of the parent's old-country ideas.

Nordstrom, Ursula, The Secret Language. Harper, 1960. Grades 4-5. An enjoyable story telling of the experiences of two eight-year-old girls at boarding school.

Rugh, Belle, Crystal Mountain. Houghton, 1955. Grades 5 - up. An English girl and four American boys are in the Lebanon mountains north of Palestine. They become invalued in the mystery of an abandoned house and the secret of its former occupant.

Speare, Elizabeth, The Witch of Blackbird Pond. Houghton, 1958. Newbery Medal, 1959. Grades 6 - up. Kit Tyler visits her Puritan aunt in colonial Connecticut. Her friendship with Hannah, the witch of Blackbird Pond causes a terrifying witch hunt and trial.

Winterfeld, Henry, Detectives in Togas. Harcourt, 1956. Grade 6 - up. A group of school boys in ancient Rome become involved in a mystery when one of them is accused of having scrawled words in red paint on the wall of a temple.

MYTHS, LEGENDS, FAIRY TALES, AND FANTASY

Aesop, Fables of Aesop. Macmillan, 1950. Grades 4-5.
Includes a brief history of the fables. Joseph Jacobs retells 82 of them.

Andersen Hans C., Andersen's Fairy Tales. World Pub., 1946.
Grades 5-6. One of the most famous creators of fairy tales for the more mature reader. Andersen's tales more morbid and shocking than Grimm.

Andersen, Hans Cristian, The Steadfast Tin Soldier. Scribner, 1953.
The adventures of a tin soldier and his love for a little dancer.

Arabian Nights. Longmans, 1946. Grades 6 - up.
Collection of stories that relates the fables and romances of Arabia and the East.

Bailey, Carolyn, Miss Hickory. Viking, 1946. Newbery Medal, 1947.
Grades 4-5. She is a country woman whose hickory-nut head is set on top of an applewood twig body. Humor for the mature reader. Good for puppet.

Baldwin, James, The Story of Roland. Scribner, 1930. Grades 6 - up.
A story of the nephew of Charlemagne as a typical knight and the greatest hero of the middle ages.

Barrie, Sir James, Peter Pan. Scribner. Grades 2+ - 5.
Wendy, John, and Michael fly with Peter Pan to Never Never Land. Good read-aloud as well. Good for dramatization.

Baum, L. Frank, The Wizard of Oz. Grosset, 1956. Grades 6 - up.
The adventures of Dorothy who in her dreams visits the Emeral City, meets the wonderful Wizard of Oz, the scarecrow, the Tin Woodman, and the Cowardly Lion.

Benson, Sally, Stories of the Gods and Heroes. Dial Press, 1940.
Grades 6 - up. A collection of myths including tales of the Trojan War.

Bill, Helen E., Shoes Fit for a King. F. Watts, 1956. Grade 3.
Tells of what happened to two shoes who believed that they were fit for a king.

Boston, Lucy, The Children of Green Knowe. Harcourt, 1955.
Grades 6 - up. A lonely little boy visits his great-granny and listens to her stories of three children who had lived in the big house generations ago. These children become so real to the boy that he thinks he sees and hears them.

Brown, Marcia, Stone Soup, Scribner, 1947. Grade 3.
The people in a French village hid all their food when they heard soldiers were coming. The soldiers began to make soup with water and stones and gradually the hidden vegetables filled the pot.

Bulfinch, Thomas, A Book of Myths. MacMillan, 1942. Grades 6 - up. Thirty famous Greek myths. Illustrations give it a more modern approach. Outstanding collection.

Carroll, Lewis, Alice's Adventures in Wonderland and Through the Looking Glass. Grasset. Grades 4 - up. Two stories of a little girl's journeys into lands of enchantment are told by an imaginative mathematician.

Clarke, Pauline, Return of the Twelves. Coward-McCann, 1963. Grades 4-7. Carnegie Medal, 1962. Max, an eight-year-old boy in England finds 12 toy soldiers in the attic. They once belonged to the Bronte children and want to get back to them. The 12's come "alive" and can communicate with Max. They have many adventures together. English humor for the more mature reader.

Colum, Padraic, The Golden Fleece. Macmillan, 1921. Grades 6 - up. Adventures of Jason, who sought the famous golden fleece, and other Greek heroes.

DeAngeli, Marguerite, Book of Nursery and Mother Goose Rhymes. Doubleday, 1954. Grades 3-4. 376 rhymes of which many are old favorites. DeAngeli's illustrations add a great deal of charm.

De la Mare, Walter, A Penny a Day. Knopf, 1960. Grades 6 - up. A collection of six fairy tales which include some out of print and some good for reading aloud with varied lengths and interest levels.

Estes, Eleanor, The Witch Family. Harcourt, 1960. Grades 3-5. The Old Witch, the Little Witch Girl and Witch Baby are all created through the crayons of two little girls. Through their imaginations the witches take on an independent life of their own.

Farjeon, Eleanor, The Little Bookroom. H. Z. Walck, 1956. Grades 3-4. A collection of 27 enjoyable stories chosen by the author from her own writings.

Field, Rachel, Hitty, Her First Hundred Years. Macmillan, 1937. Newbery Medal, 1930. Grades 5 - up. Hitty, a doll, tells her life from the security of an antique shop. She gives glimpses of the manners and modes of people and places she has encountered.

Finger, Charles, Tales from Silver Lands. Doubleday, 1924. Grades 6 - up. Newbery Medal, 1925. Nineteen stories of South American folklore, legends, and fairy tales.

Gág, Wanda, Gone is Gone. Coward-McCann, 1935. Grade 3. Fritzl was a man who changed jobs with his wife and did the housework. After much misery he went back to the fields.

Gannett, Ruth Stiles, The Dragons of Blueland. Random House, 1951. Grades 3-4. Elmer and his pet dragon fly to the home of the dragon.

Gannett, Ruth Stiles, Elmer and the Dragon. Random House, 1950. Grades 3-4. Adventures of Elmer and his pet dragon down in the middle of the ocean on an island inhabited by escaped canaries.

Godden, Rumer, The Doll's House. Viking, 1962. Grades 4-5. Two little girls are in charge of an old English doll house. A family tragedy results in Marchpane being put in a museum where she belongs. See Godden's other books.

Grimm, Jacob, Fairy Tales. World Pub., (Rainbow Classic), 1945. Grades 4-6. Wanda Gag has also illustrated an edition of these favorite stories. Grimm's tales are the more happy-ever-after than Andersen's which lend themselves to being more morbid and shocking.

Grimm, Jacob, The Shoemaker and the Elves. Scribner, 1960. Grades 3-4. A story of a poor shoemaker who was helpful by the elves and was rewarded because of his kindness.

Harris, J.C., Uncle Remus. Houghton, 1955. Grades 5 - up. The famous legends, songs, and sayings of Uncle Remus are included in this book.

Hasford, Dorothy, By His Own Might: The Battles of Beowulf. Holt, 1947. Grades 6 - up. The hero tales of Beowulf, the great warrior, who came to the aid of the ancient Danes and slew the monster Grendel and his fierce mother.

Hutchinson, Veronica, Chimney Corner Stories. Putnam, 1925. Grades 4-5. A collection of 16 all time favorites in fairy tales ranging from Henny Penny to Cinderella.

Irving, Washington, Rip Van Winkle and The Legend of Sleepy Hollow. Macmillan, 1951. Grades 6 - up. Rip is a lazy do nothing who falls asleep for twenty years to wake up and finds that life is quite changed.

Jacobs, Joseph, Fables of Aesop. Macmillan, 1950. Grades 4-6. Eighty-two of the famous fables are selected, retold, and their history traced.

Jones, Elizabeth, Twig. Macmillan, 1942. Grades 4-5. A humorous story of a little girl who lived on the fourth floor of a high sort of a house in the city. An elf enters her life and they are visited by the Fairy Queen.

Kendall, Carol, The Gammage Cup. Harcourt, 1959. Grades 4-5. A tale of the Minnipins, a race of small people, who are threatened with destruction. They are saved by the efforts of a few village people who show strength in the face of danger.

Kingsley, Charles, The Water Babies. Houghton (Riverside Bookshelf) Grades 4-5. Tom, a runaway chimney-sweep, is changed into a waterbaby by the fairies. Presents lessons of nature and ethics.

Lagerlöf, Selma, The Wonderful Adventures of Nils. Pantheon Books, 1947. Grades 6 - up. Nils, astride the grey goose becomes acquainted with Sweden and its mountains, valleys, birds, animals, and its customs and folk-lore.

Lang, Andrew, Blue Fairy Book. Longmans, 1948. Grades 4-5. Thirty-three selections from world famous folklore, legends, and fairy tales. Outstanding collections.

Lorenzini, Carlo, Adventures of Pinocchio. World Pub. (Rainbow Classic) Grades 4-6. This Italian classic is a story of a saucy little marionette who finally becomes a real boy.

MacDonald, George, At the Back of the North Wind. Macmillan. Grades 6 - up. Fairy tale tells of Diamond, the coachman's little son, and his friendship with the North Wind who appears to him in many ways.

Malcomson, Anne, Yankee Doodle's Cousins. Houghton, 1941. Grades 6 - up. A collection of stories about real and legendary people who have become national heroes of American folklore.

Malary, Sir Thomas, The Boy's King Arthur. Scribner, 1917. Grades 6 - up. A collection of Arthurian legends.

Massey, Jeanne, The Littlest Witch. Knopf, 1959. Grades 3-4. The Littlest Witch would not play pranks like the others but they decided to let her stay with them.

Merrill, Jean, The Superlative Horse. Scott, 1961. Grades 4-5. A young lad produces a new horse and becomes head groom in China's greatest stables. Has great humor and great dignity. An old classic.

Nic Leodhas, Sorchie, Heather and Broom. Holt, 1960. Grades 6 - up. Collection of eight tales from the Scottish Highlands.

Norton, Mary, The Borrowers. Harcourt, 1953. A tiny family lives beneath the floor of an English country house. They borrow what they need from the residents.

Perrault, Charles, Cinderella. Scribner, 1954. Grades 2+ - 4. The universal story translated from the French. Good for dramatization

Perrault, Charles, Puss in Boots. Scribner, 1952. Grade 3. Tells of a poor miller's son whose fortune was made by his loyal cat's cleverness.

Quigley, Lillian, The Blind Men and the Elephant. Scribner, 1959. Grade 3. A picture-book about six blind men who disagree as to what an elephant is like from touching one.

Rojankovsky, Feodor, The Tall Book of Mother Goose. Harper, 1942. Grade 3. A collection of about 100 familiar nursery rhymes. See also Tall Book of Nursery Tales.

Robbins, Ruth, Baboushka and the Three Kings. Parnassus Press, 1960. Grade 3. An old Russian folk tale of Baboushka's meeting with the three kings in search of the Babe of Bethlehem.

Ruskin, John, King of the Golden River. World Pub. (Rainbow Classic) Grade 4-6. This fairy tale tells how the inheritance lost by cruelty was regained by love.

Saint Exupery, Antoine de, The Little Prince. Harcourt, 1943. Grade 6 - up. A story of a flier who was forced down in the Sahara and meets the little Prince of Asteroid who tells of his experiences on planets with men, flowers and animals.

Seuss, Dr., The 500 Hats of Bartholomew Cubbins. Vanguard, 1938. Grade 3. A story of what happened when Bartholomew Cubbins couldn't take off this hat before the king.

Tenggren, Gustav, Tenggren Mother Goose Book. Warne. Grade 3. A collection of old favorites with modern illustrations.

Thorne-Thomsen, Gudrun, East O' the Sun and West O' the Moon. Row, 1946. Grade 4-5. Twenty-five folk-takes, carefully chosen from great Norwegian folklore. Outstanding collection.

Thurber, James, Many Moons. Harcourt, 1943. Grade 4-5. Little Princess Lenare wants the moon and the court jester is the only one wise enough to get it for her.

Uchida, Yoshiko, The Dancing Kettle, and Other Japanese Folk Tales. Harcourt, 1949. Grade 4-5. A collection of Japanese folk tales.

SCIENCE

Adamson, Joy, Elsa. Pantheon Books. 1961. Grade 4-5. A true story of a lioness who was raised by a game warden and his wife. They taught her to stalk and kill so she could be set free in the African Jungle.

Goudey, Alice, The Day We Saw the Sun Come Up. Scribner, 1961. Grade 3. A story done in verse explaining day and night.

Holling, Holling C., Pagoo. Houghton, 1957. Grade 4-5. The book tells the life cycle of the hermit crab and gives a close-up of life of the tadpole.

Liers, Emil, An Otter's Story. Viking, 1958. Grade 6 - up. Actual facts about an otter, his mate and their cubs who live along the waterways of Michigan and Wisconsin. See also other hiers books.

Mowat, Farley, Owls in the Family. Little, 1961. Grades 4-5. Two owls are adopted by a family and share adventures of family life and hunting.

SCIENCE FICTION

Butterworth, Oliver, The Enormous Egg. Little, 1956. Grade 4-5. Nate Twitchell's hen laid a large egg and a dinasaur hatched leading to humorous adventures.

Heinlein, Robert, Rocket Ship Galileo. Scribner, 1947. Grades 6 - up. A group of boys interested in experimenting, team up with an inventor absorbed in rocket airplanes - and reach the moon.

L'Engle, Madeleine, A Wrinkle in Time. Farrar, Straus, 1962. Newbery Medal, 1963. Grades 6 - up. A story that incorporates the concepts of time travel, extra-sensory perception and inhabited plants in outer space.

MacGregor, Ellen, Miss Pickerall Goes to Mars. McGraw, 1951. Grades 4-5. Miss Pickerall has strange visitors at her home. She takes off with the rocket's crew and has chuckling adventures herself.

Verne, Jules, Twenty Thousand Leagues Under the Sea. Scribner. Grades 6 - up. Captain Nemo and his crew have a fantastic adventure in a submarine.

OTHER

Brown, Margaret W., Wheel on the Chimney. Lippincott, 1954. Grades 3+ - 5. The story of migrating storks in Europe and Africa. When spring comes, the Hungarian farmer again puts up a wheel for their nest.

Canfield, Dorothy, Understood Betsy. Holt, 1946. Grades 5 - up. Betsy who had been coddled and "understood" by her aunt is plunked down in a Vermont farm and becomes self-reliant.

Carlson, Natalie, A Brother for the Orphelines. Harper, 1959. Grades 3-4. Tells what the orphelines do with the baby boy they find on their doorstep.

Carlson, Natalie, The Happy Orpheline. Harper, 1957. Grades 3-4. Twenty orphans live outside Paris and their only fear is the thought of being adopted. Brigitte gets lost and she must keep a queen from adopting her.

Dickens, Charles, Christmas Carol. Lippincott. Grades 6 - up. A Christmas story of nineteenth century England has delighted all ages. The miser, Scrooge, finds the true Christmas spirit through a series of dreams.

Ets, Marie, Nine Days to Christmas. Viking, 1959. Grade 3. A story of a five-year-old girl from Mexico City who is now old enough to have her own gay parties held on the nine days preceding Christmas.

Lamb, Charles, Tales from Shakespeare. Macmillan, 1950. Grades 6 - up. Twenty plays from Shakespeare which would interest children. They have been transposed into prose.

Neville, Emily, It's Like This, Cat. Harper, 1963. Grades 6 - up. Newbery Medal, 1964. Dave Mitchell, a fourteen-year-old boy of New York City, adopts a stray tom cat during his neighborhood adventures. The cat brings him two new friends, his first girl and a delinquent boy.

Shotwell, Louisa R., Roosevelt Grady. World Pub., 1963. Grades 5 - up. Roosevelt Grady is a Negro boy of a migrant crop-worker in the East. He has the normal problems of a boy who moves into a new school and wants friends.

Sterling, Dorothy, Mary Jane. Doubleday, 1959. Grades 6 - up. She is one of the first Negroes to attend the newly integrated high school. She finally becomes less defensive and builds some sound relationships with classmates. Deep South.

Swift, Hildegarde, The Little Red Lighthouse. Harcourt, 1942. Grade 3. When a bridge with a powerful light is completed, the little red lighthouse feared he wouldn't be needed. He found land and water traffic needed both. A sound filmstrip is available.

Suggested Children's Magazines

This list may be extended. Consult your librarian.

American Junior Red Cross News
Boy's Life
Child Life
Children's Playmate
Golden Magazine
Highlights for Children
Jack and Jill
Playmate
Plays
Wee Wisdom
Wisconsin Tales and Trails

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Cadenhead, Kenneth, "A Plan for Individualizing Reading Instruction," Elementary English, Vol. 39, No. 3, pages 260-262, March, 1962.

Darrow, Virgil and Howes, Helen F. Approaches to Individualized Reading, Dept. of Education of San Diego County, California, Appleton-Century-Crafts., N.Y., 1960.

Davis, David C.,"A Tool for the Selection of Children's Books: the Lewis Carroll Shelf Awards," Elementary English, Vol. 38, No. 8, pages 549-552, December, 1961.

Dolch, E.W., "Individualized Reading VS. Group Reading I," Elementary English, Vol. 38, No. 8, pages 566-575, December, 1961.

Dolch, E.W., "Individualized Reading VS. Group Reading II," Elementary English, Vol. 39, No. 1, pages 14-21, January, 1962.

Dolch, Edward W., Remedial Reading, Garrard Press, Champaign, Ill., 1953.

Draper, Marcella, and Schwietert, Louise H., A Practical Guide to Individualized Reading, for Teachers and Supervisors in the Elementary School, Board of Education, City of New York, Publication No. 40, October, 1960.

Duker, Sam, "Master's Studies of Individualized Reading," Elementary English, Vol. 40, No. 3, pages 280-282, March, 1963.

Eakin, Gladys A. and Spence, Eugene S., "Team Teaching and Independent Reading," Elementary English, Vol. 39, No. 3, pages 266-268, March, 1962.

Emans, Robert, "Teacher Evaluations of Reading Skills and Individualized Reading," Elementary English, pages 258-260, March, 1965.

Evans, N. Dean, "Individualized Reading - Myths and Facts," Elementary English, Vol. 39, No. 6, pages 580-583, October, 1962.

Frazier, Alexander, "Individualized Reading: More than New Forms and Formulas," Elementary English, Vol. 39, No. 8, pages 809-814, December, 1962.

Groff, Patrick, "Comparisons of Individualized (IR) and Ability - Grouping (AG) Approaches as to Reading Achievement," Elementary English, Vol. 40, No. 3, pages 258-265, March 1963.

Groff, Patrick, "Comparisons of Individualized and Ability Grouping Approaches to Teaching Reading: A Supplement," Elementary English, pages 238-241, March 1964.

Groff, Patrick J., "Materials for Individualized Reading," Elementary English, Vol. 38, No. 1, pages 1-7, January, 1961.

Hostetler, Beverly, "What Does Individualized Reading Mean to You?", Elementary English, Vol. 39, No. 3, pages 266-268, March 1962.

Miel, Alice, Individualizing Reading Practices. Bureau of Publications Teacher's College, Columbia University, N.Y. 1958.

Orr, Evelyn P., "Personal Reading," Elementary English, Vol 38, No. 4, pages 227-228, April, 1961.

Sartain, Harry W., "The Place of Individualized Reading in a Well-planned Program," from Harris, Albert J, Readings on Reading Instruction, David McKay Co., N.Y., 1963, pages 194-200.

Sartain, Harry W., "The Roseville Experiment with Individualized Reading," Reading Teacher, pages 277-281, April, 1960.

Smith, Nila, Reading Instruction for Today's Children, Prentice Hall, Englewood Cliffs, N.J., 1963.

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Stuart, Allaire, "Individualized Reading," Elementary English, Vol. 39, No. 3, pages 256-259, March 1962.

Veatch, Jeannette, "In Defense of Individualized Reading," Elementary English, Vol. 37, No. 4, pages 226-234, April, 1960.

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Vogt, Warren C., Chairman, Improving Reading Instruction Monograph No. 2, Dept. of Education, San Diego County, California, February, 1962.

Welch, Dorothy, J., Guide to Selective Readings, Long Beach Unified School District, Long Beach, California, 1964.

West, Rolan, Individualized Reading Instruction: Its Implications for the Teacher and Librarian, C.W. Post College of Long Island University by Kennikat Press, Port Washington, N.Y., 1964.

Wilson, Richard C. and Harrison, Robert, "Skill Growth and Individualized Reading," _Elementary English_, Vol. 40, No. 4, pages 433-435, April, 1963.

Witty, Paul A., "Individualized Reading: A Postscript," _Elementary English_, Vol.41, No. 3, pages 211-217, March, 1964.

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